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ABSTRACT

The report summarizes information submitted by state education agencies (SEAs) on the survey of states' limited-English-proficient (LEP) persons and available educational services for the 1993-94 school year. Results indicate that enrollment of LEP students in public and private schools continued to increase, comprising 7 percent of public school enrollment in grades K-12. California enrolled the largest number; New Mexico and Alaska had the highest proportion of LEP students. Data on progress of these students was found to be incomplete, but they indicated that dropout and retention rates were 1.7 and 2.5 percent, respectively, among institutions providing data. Definition and methods of identification of LEP students varied between and sometimes within states. Almost 2.4 million LEP students were reported enrolled in special programs to meet their educational needs; in public schools this represented 78.5 percent and in private schools, 30.4 percent of LEP students. The largest proportion (72 percent) were served by state and local programs. (Author/MSE)

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Task 7

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Annual Report: Year Three

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1995

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SIAC

SPECIAL ISSUES ANALYSIS CENTER

DEVELOPMENT ASSOCIATES, INC.
1730 NORTH LYNN STREET, ARLINGTON, VIRGINIA 22209-2023
TEL: (703) 276-0677 FAX: (703) 276-0432

YEAR THREE ANNUAL REPORT

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. This report describes activities carried out by the SIAC in Year Three. A full list of SIAC products for all three years of operation is presented in the Appendix.

This Annual Report consists of seven volumes, which include the overview report on the SIAC activities in Year Three plus six additional volumes. These volumes present copies of selected reports submitted to OBEMLA by the SIAC in the past year, including copies of all task order reports submitted. The contents of each volume are outlined below:

Volume I: Overview of SIAC activities in Year Three;

Volume II: Copies of Short Turnaround Reports (STRs) based on analyses of Title VII application data and other data related to LEP students;

Volume III: The SEA Report/Task Seven;

Volume IV: Task Order 12 and Task Order 13 Reports;

Volume V: Task Order 10 and Task Order 16 Reports;

Volume VI: Task Order 17 and Task Order 19 Reports; and,

Volume VII: Task Order 16 and Task Order 21 Reports.

SIAC

Special Issues Analysis Center

Summary of
State Educational Agency Program Survey of
States' Limited English Proficient Persons
and Available Educational Services
1993-1994

FINAL
(Task 7)

September 27, 1995

Development Associates, Inc.
Research, Evaluation, and Survey Services Division

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Prepared by:

Brenda Donly
Allison Henderson
William Strang

Westat, Inc.

Prepared for:

**Office of Bilingual Education and
Minority Languages Affairs
U. S. Department of Education**

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Executive Summary

The purpose of this report is to summarize the information submitted by State Educational Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Educational Services (SEA Survey) for the 1993-94 school year.

The SEA Survey is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the state and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.

As a result of careful examination and review of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1993-94.[1] It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in a 1991 report to OBEMLA prepared by Atlantic Resources Corporation about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.

Enrollment of LEP Students

The number of LEP students enrolled in public and nonpublic schools continued to increase in 1993-94. The 3,037,922 LEP students in 1993-94 represent an increase of over 400,000 students compared to the prior year, and nearly 1.5 million more LEP students in

[1]Surveys were received from 47 states, the District of Columbia, American Samoa, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands. Pennsylvania, Virginia, West Virginia, Guam, and Micronesia did not participate in the SEA program. Unless otherwise noted "state" refers to states, the District of Columbia, and the territories.

comparison to data reported for 1986-87, just seven years earlier. As of 1993-94, LEP students comprised 7 percent of the public school enrollment of students in grades K-12.

California enrolls the largest number of public school LEP students, 1,215,000. More than one in five of the public school students in the state are LEP, and the state accounts by itself for about 40 percent of the nation's LEP students. New Mexico identifies 25 percent of its public school students as LEP students and Alaska identifies 22 percent; Arizona and Texas each identify about 12 percent; and eight other states identify between 5 and 7 percent of their public school students as LEP.

Educational Condition of LEP Students

Lack of full response by the SEAs to the SEA Survey and inadequacies of the SEA Survey form itself make it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states. Additionally, SEAs were apparently uncertain about the intent of some survey questions, and the format of other questions precluded obtaining sufficient information to interpret responses.

Twenty-three SEAs, which enroll a total of 440,523 LEP students, indicated that 11,101 LEP students, which is about 2.5 percent of the LEP students in those states, were retained in grade during 1993-94; 33 SEAs, enrolling 698,248 LEP students, reported 11,861 LEP students, or about 1.7 percent of their states' LEP students, dropped out during that year.

Data about the performance of LEP students on tests covering academic areas are particularly questionable because information is provided only about the number of LEP students who score below state norms. The total number of LEP students tested, the total number eligible for testing but who were not tested, and other contextual data (such as the basis of the state norm for those reporting) that are needed to interpret the number of students reported are not available. Results for reading are provided by 40 SEAs, for mathematics by 36 SEAs, for science by 17

SEAs, and for social studies by 15 SEAs. Those SEAs reported about 339,500 LEP students scored below state norms in reading, about 183,000 in mathematics, about 38,000 in science, and 28,000 in social studies.

Identifying LEP Students

Who is identified as a LEP student depends on the definition of limited English proficiency and the method used for assessment. Most of the 47 SEAs that reported a definition of LEP based it on a combination of a non-English language background and difficulties with speaking, reading, writing, and/or understanding English. This is not surprising since those criteria are at the heart of the federal definition of limited English proficiency. Non-English background is cited by 51 SEAs, and problems with speaking, reading, writing, and/or understanding English are reported to be part of the definition of LEP status in 33 states. In 13 states, the SEA reported that defining LEP students was a local educational agency level concern.

All but one[2] of the 55 SEAs that provided information about the tests and other methods used to identify LEP students in their states indicated that multiple methods were used; with a range from 0 to 12 for the 12 methods listed on the SEA Survey. More specifically, 52 SEAs used home language surveys, 51 used language proficiency tests, 45 used teacher observation, 44 used information from parents and student records, 43 used achievement tests, and 40 or fewer SEAs used one of the 6 other methods listed on the SEA Survey.

Educational Programs for LEP Students

Nearly 2.4 million LEP students attending public or nonpublic schools were reported to be enrolled in special programs during the 1993-94 school year designed to meet their educational needs. Among public school students, 78.5 percent were enrolled in special programs, and 30.4 percent of nonpublic LEP students were enrolled in special programs.

The largest proportions of LEP students were served in state and local programs, with those programs reportedly serving about 72 percent of all LEP students. Among federal

[2] The Marshall Islands reported that they 'have no definition or criteria for identifying LEP students.'

programs, Chapter 1 enrolled about 31 percent of LEP students, special education enrolled about 6 percent, and the Chapter 1 Migrant Education Program enrolled about 11 percent. The State Survey data suggest that the federal Title VII bilingual education programs enrolled about 352,000 LEP students. State and local bilingual education programs were reported to enroll 1,440,000 students, and ESL-only programs enrolled 757,000 LEP students. The SEAs reported that about 640,000 public K-12 students, about 22 percent of public LEP students, were not enrolled in programs to meet their special educational needs during 1993-94.

1

Introduction

The purpose of this report is to summarize the information submitted by State Educational Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Educational Services (SEA Survey) for the 1993-94 school year. Data from earlier years' surveys are included as appropriate.

Submitting the SEA Survey is required of all SEAs participating in the State Educational Agency Program of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The State Educational Agency Program (SEA Program) is authorized by Part B, Title VII (Bilingual Education Act), Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297.

Part B of the Bilingual Education Act provides for data collection, evaluation, and research activities. Funds shall be used for--

(1) collecting data on the number of limited English proficient persons and the services available to such persons,

(2) evaluating the operation and effectiveness of programs assisted under this subchapter,

(3) conducting research to improve the effectiveness of bilingual education programs, and

(4) collecting, analyzing, and disseminating data and information on bilingual education (section 3301).

The SEA Survey is one of the primary methods used to address these points, and it is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and

SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the states and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.[3]

Data requirements on the SEA Survey are focused on meeting the legislative mandate. SEAs must report the number of students and the number of LEP students separately for public and nonpublic schools. Other data for which the SEAs are responsible for collecting and reporting include: the methods used by their local educational agencies to determine limited English proficiency; educational condition of LEP students in terms of grade retention and dropout rates and relative achievement status of LEP students in math, science, reading, and other subjects; and the number of LEP students enrolled in special federal or state/local programs. The SEA Survey form also provides an opportunity for SEAs to provide explanations for wide (i.e., more than 10 percent) fluctuations in LEP enrollment compared to the prior school year. The 1993-94 SEA Survey Form is presented in Appendix D.

SEA Program

ED provides funds to the SEAs to assist them in carrying out the data collection, aggregation, analysis, and reporting of the data required in the SEA Survey. In addition, other activities can be carried out as long as the federal assistance supplements and, to the extent possible, increases the level of funds available for these activities. Other authorized activities may include:

> (1) the planning and development of educational programs such as those assisted under [the Bilingual Education Act];

[3]The survey form itself is approved by the Office of Management and Budget with an expiration date of October 31, 1995.

(2) the review and evaluation of programs of bilingual education, including bilingual education programs that are not funded under [the Bilingual Education Act];

(3) the provision, coordination, or supervision of technical and other forms of nonfinancial assistance to local educational agencies, community organizations, and private elementary and secondary schools that serve limited English proficient persons;

(4) the development and administration of instruments and procedures for the assessment of the educational needs and competencies of persons of limited English proficiency;

(5) the training of state and local educational agency staff to carry out the purposes of [the Bilingual Education Act]; and

(6) other activities and services designed to build the capacity of state and local educational agencies to serve the educational needs of persons of limited English proficiency (section 3302(c)).

SEA Program Funding

The SEA Program was originally authorized as part of the Bilingual Education Act during reauthorization of the Act in 1974. The amount of the SEA Program grant award for an individual SEA is based on the amount received by Local Educational Agencies (LEAs) with the provisions that no SEA can receive more than 5 percent of that amount, on one hand, or less than $75,000 ($50,000 in FY 1988) on the other. The total amount awarded in the 1988-1994 period has ranged from about $5.0 million in FY 1988 to about $6.9 million in FY 1994. Most SEAs (e.g., 42 of the 55 SEA grant recipients in FY 1994) receive the minimum award. Table 1.1 presents the amounts awarded to each participating SEA since FY 1988.

Table 1.1
Title VII, Part B, Funding to State Educational Agencies (SEAs)
Award Amounts by Fiscal Year

SEA	1988	1989	1990	1991	1992	1993	1994
Alabama	--	--	75,000	75,000	75,000	75,000	75,000
Alaska	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Arizona	119,345	176,565	164,718	188,896	209,632	196,477	173,662
Arkansas	--	--	--	--	75,000	75,000	75,000
California	1,155,982	1,181,902	1,122,895	1,445,012	1,631,542	1,647,769	1,672,039
Colorado	51,567	75,000	75,000	75,000	75,000	85,009	98,391
Connecticut	50,000	75,000	75,000	--	75,000	75,000	75,000
Delaware	50,000	75,000	75,000	75,000	75,000	75,000	75,000
District of Columbia	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Florida	99,642	94,039	75,000	75,000	75,000	75,000	75,000
Georgia	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Hawaii	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Idaho	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Illinois	106,257	101,484	84,933	116,585	111,536	104,280	119,800
Indiana	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Iowa	50,000	65,583	75,000	75,000	75,000	75,000	75,000
Kansas	50,000	66,996	75,000	75,000	75,000	75,000	75,000
Kentucky	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Louisiana	69,226	75,000	75,000	75,000	75,000	75,000	75,000
Maine	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Maryland	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Massachusetts	101,788	88,379	75,000	93,910	124,597	113,947	106,419
Michigan	161,908	107,971	87,075	84,327	86,339	90,117	75,000
Minnesota	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Mississippi	51,433	75,000	75,000	75,000	75,000	75,000	75,000
Missouri	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Montana	50,200	75,000	75,000	75,000	75,000	75,000	76,397
Nebraska	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Nevada	50,000	75,000	75,000	75,000	75,000	75,000	75,000
New Hampshire	50,000	75,000	75,000	75,000	75,000	75,000	75,000
New Jersey	57,790	75,000	75,000	75,000	75,000	75,000	75,000
New Mexico	156,921	174,134	177,426	193,943	207,009	200,926	214,605
New York	704,233	670,725	559,448	666,197	694,788	771,378	709,862
North Carolina	50,000	75,000	75,000	75,000	75,000	75,000	75,000
North Dakota	53,760	75,000	75,000	75,000	75,000	75,000	75,000
Ohio	51,443	75,000	75,000	75,000	75,000	75,000	75,000
Oklahoma	92,533	117,621	142,919	173,247	231,878	254,507	274,902
Oregon	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Pennsylvania	--	--	--	--	--	--	--
Rhode Island	50,000	75,000	75,000	75,000	75,000	75,000	75,000
South Carolina	--	--	75,000	75,000	75,000	75,000	75,000
South Dakota	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Tennessee	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Texas	117,624	244,468	205,602	263,196	234,575	234,575	252,448
Utah	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Vermont	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Virginia	--	--	--	--	--	--	--
Washington	83,330	75,000	75,000	75,000	75,000	75,000	75,000
West Virginia	--	75,000	70,400	60,000	--	--	--
Wisconsin	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Wyoming	50,000	50,000	59,584	62,585	65,744	73,957	74,475
American Samoa	50,000	75,000	75,000	75,000	75,000	75,000	75,000
F.S. Micronesia	50,000	--	--	--	--	--	--
Guam	50,000	75,000	75,000	75,000	75,000	--	--
Marshall Islands	--	--	--	--	--	--	--
Northern Marianas	50,000	75,000	75,000	75,000	--	75,000	75,000
Palau/Koror	50,000	75,000	59,584	75,000	75,000	75,000	75,000
Puerto Rico	50,000	75,000	75,000	75,000	75,000	75,000	75,000
U.S. Virgin Islands	50,000	75,000	75,000	75,000	75,000	75,000	75,000
Overall Total	4,984,992	6,065,167	5,899,584	6,497,898	6,822,740	6,922,942	6,923,000

Source: 1988, 1989, 1990: OBEMLA (1991), p. 28; 1991, 1992, 1993, 1994: GCMS File

-- Data not reported.

In recent years, SEA participation in the program has been high, but not universal. In both FY 1988 and FY 1989, 52 SEAs participated; 54 participated in FY 1990. For FY 1991, 1992 and 1993, 53 of 57[4] SEAs participated. In 1994, 55 of 59 SEAs participated Two SEAs -- Pennsylvania and Virginia -- have not participated during the 1988-1994 period at all. Arkansas' initial participation came in FY 1992[5] and Marshall Islands' in FY 1994. The only other nonparticipating SEAs during this five-year period have been Alabama and South Carolina (1988 and 1989), West Virginia (1988, 1992, 1993, and 1994), Micronesia (1989, 1990, 1991, 1992, and 1993), and Northern Marianas (1992).

Data Limitations

In 1990, OBEMLA contracted with Atlantic Resources Corporation (ARC) to assess the quality of data submitted by the SEAs. That study, entitled *An Analysis of Title VII State Educational Agency Grant Report Requirements*, uncovered problems in the collection and reporting of the data and made several suggestions for changes in procedures at the SEA and OBEMLA levels to improve data quality.[6] OBEMLA acted on these recommendations by developing a new reporting form and providing training to SEA personnel to ensure that those completing the forms agreed upon procedures and definitions. The new form went into effect for the 1991-92 school year, so some of the data from that year have no direct match to prior years because of item clarifications and other changes.[7]

In preparing this report on data for the 1993-94 school year, each SEA survey was closely examined to ensure that entries were logical and appropriate. (A full description of these

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[4]F.S. Micronesia became independent in 1991.

[5]Because FY 1992 was the first year of funding for Arkansas, the state was not required to submit a SEA Survey until the 1992-93 reporting period.

[6]The findings and recommendations were presented to OBEMLA in 1991, and OBEMLA summarized them in the Condition of Bilingual Education, June 30, 1991.

[7]As an example of a data request that has been clarified, new directions state that the number of LEP students enrolled in programs to meet their educational needs (item I, A, 3) added to the number of LEP students not enrolled in such programs but who could benefit from participation (item I, A, 5) should sum to the total number of LEP students in the state reported in item I, A, 2. In years past, according to the ARC analysis, most SEAs interpreted this series of items quite differently and, therefore, provided non-equivalent data.

procedures is provided in Appendix A.) When data were missing, illogical, or inappropriate, the SEA official responsible for submitting the SEA Survey was contacted, the potential problem was described, and the SEA was provided the opportunity to change its entry. Problems that involved errors in arithmetic were corrected as a step in data entry, and they were called to the attention of OBEMLA.

As a result of the close examination of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1993-94. It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in the ARC report about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.[8]

This report also presents some data from earlier SEA Surveys[9]. As noted, the form was changed between the 1990-91 and 1991-92 reporting periods, therefore, trend analyses on some items can not be conducted. Further, it was not possible to verify potentially problematic entries on the earlier form with SEA officials, so the only adjustments made to the 1990-91 data involve correcting arithmetic errors or correcting for obvious misunderstandings of the respondents (such as adding the sum of all Title VII participants to the number of participants in each Title VII program, which results in a duplicated count).

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[8]As an example, the ARC report indicated that many SEA officials felt that the process of obtaining data on private school enrollments of LEP students is not improving or improvable; ARC concluded "[t]hat the number of LEP students reported by the SEAs in private schools gives a false impression of accuracy and completeness where such is not the case" (1991, p. 4-26). As a result, OBEMLA now requires that public and nonpublic LEP student counts be reported separately. In 1993-94, all 55 participating SEAs reported public school LEP enrollments, but only 40 SEAs reported counts for nonpublic schools.

[9]During our efforts to verify reported figures on the 1993-94 SEA Survey, several states took the opportunity to update or correct data from earlier years' data as appropriate; their changes are documented in Appendix C.

Structure of the Report

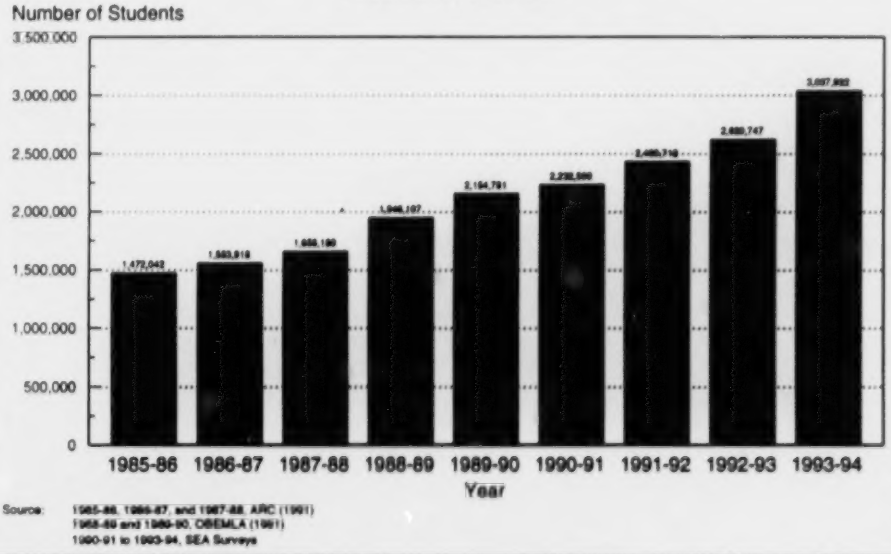
The balance of this report is presented in five sections. The first section highlights national data about the numbers of LEP students in grades K-12 identified by the SEAs. The second section describes the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. The procedures used to identify LEP students are the focus of the third section, with particular attention paid to differences in definitions of LEP status across states. The fourth section indicates how many LEP students are receiving special program services and provides a summary of the programs available to LEP students. The final section includes discussions of findings and their implications, with an emphasis on data limitations. Four appendices are included: Appendix A is a summary of the methods used to compile, review, and verify the SEA Survey data used in this report; Appendix B includes supplementary tables, by SEA, for all data summarized in the body of the report; Appendix C contains Data Notes; and, Appendix D contains a sample SEA Survey Form for 1993-94.

2

Enrollment of LEP Students

SEAs in the U.S. and territories reported that nearly 3,038,000 LEP students were enrolled in public or nonpublic elementary or secondary schools during the 1993-94 school year.[10] This count is over 400,000 larger (16 percent) than the number reported for 1992-93 and continues an upward trend over the past several years, as illustrated by Figure 2.1. Since 1985-86, yearly increases in the number LEP students have ranged from a low of 3.6 percent from 1989-90 to 1990-91 to a high of 17.5 percent from 1987-88 to 1988-89. The average yearly increase in number of LEP students during this period was 9.6 percent.

Figure 2.1
Trends in Enrollment of LEP Students, 1985-86 to 1993-94



[10]This reported count is not a national count of LEP students for several reasons. First, several SEAs do not participate in the SEA Program or the SEA Survey, and we can assume there are LEP students who reside in those states. Second, it is likely that some LEP students are not counted in some of the states simply because they are missed. Third, in previous years, according to the ARC report, SEA officials conceded that nonpublic school LEP students were probably undercounted. Fourth, the definition of LEP students varies across SEAs such that children counted in one state may not be considered as LEP and therefore not be counted if they moved to another state.

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From 1990-91 -- the first year that comparable SEA Survey data were available -- to 1993-94, the number of LEP students increased by 38 percent. In these four years, nine states reported decreases in LEP student enrollment while over one-quarter of the states (15 states) reported increases in LEP students enrollment of more than 50 percent. Seven states, Alabama, Alaska, Arkansas, Nebraska, North Carolina, Oregon, and Puerto Rico report increases of over 100% in the number of LEP students[11] for the years between 1990-91 and 1993-94. In the two years between 1991-92 and 1993-94, eight states reported decreases in LEP student enrollment while almost one-quarter of the states (12 states) reported increases in LEP students enrollment of more than 40 percent. From 1992-93 to 1993-94, twelve states reported decreases or no change in LEP student enrollment while over one-quarter of the states (14 states) reported increases in LEP students enrollment of at least 20 percent. (Table 2.1)

Out of the 45,443,000 total public and nonpublic students reported by the SEAs in 1993-94, 3,038,000 (7 percent) were LEP. LEP students constituted more than 7 percent of public student enrollment, and LEP students comprised about 1.4 percent of nonpublic students. (Table 2.2)

As shown in Figure 2.2, the western and southwestern states generally have higher proportions of LEP students than do states in other regions of the country. Alaska, California, and New Mexico had the highest proportions of LEP students, with 21.3, 20.8 and 22.8 percent, respectively, of their total enrollments identified as LEP. Two states; Arizona and Texas; reported LEP student enrollments of approximately 11 percent of their total enrollments. About one half reported LEP enrollments of 3 percent or less of their total student enrollments, and fourteen of these states reported proportions of less than one percent.

For the 1993-94 school year, California reported by far the largest number of LEP students (1,215,000). In fact, LEP students enrolled in schools in California account for about 40 percent of the U.S. total LEP student enrollment. Texas had the second largest number of LEP students with 422,700, and New York had the third largest with 216,400. (Table 2.1 and B1)

[11] Puerto Rico reported information on Limited Spanish Proficient (LSP) students.

Table 2.1
(1 of 2)

TOTAL NUMBER OF LEP STUDENTS IDENTIFIED: 1990-91, 1991-92, 1992-93, and 1993-94

State	1990-91	1991-92	1992-93	1993-94
Alabama	1,052	1,671	2,332	3,214
Alaska	11,184	12,056	13,489	26,812
Arizona	65,727	75,941	83,643	95,011
Arkansas	2,000	a/	3,423	4,002
California	986,462	1,078,705	1,151,819	1,215,218
Colorado	17,187	25,025	24,876	26,203
Connecticut	16,988	16,703	17,637	21,020
Delaware	1,969	2,086	1,847	1,584
District of Columbia	3,359	3,555	5,132	4,498
Florida	83,937	97,288	130,131	144,731
Georgia	6,921	7,955	10,043	11,877
Hawaii	9,730	10,433	11,251	11,761
Idaho	3,986	4,980	4,616	6,883
Illinois	79,291	87,178	94,471	99,637
Indiana	4,670	4,822	5,017	5,342
Iowa	3,705	4,417	4,556	5,343
Kansas	4,661	6,180	6,900	6,900
Kentucky	a/	1,544	1,738	2,207
Louisiana	8,345	9,040	5,890	6,277
Maine	1,983	1,770	1,820	1,886
Maryland	12,701	12,580	12,719	14,336
Massachusetts	42,606	42,912	45,405	44,094
Michigan	37,112	36,720	37,272	45,163
Minnesota	13,204	15,769	17,979	20,108
Mississippi	2,753	3,058	3,222	3,259
Missouri	3,815	4,350	4,365	4,765
Montana	6,635	6,824	7,817	8,265
Nebraska	1,257	1,856	2,623	3,714
Nevada	9,057	10,735	12,040	14,370
New Hampshire	1,146	1,135	1,004	1,126
New Jersey	50,770	47,515	49,627	53,161
New Mexico	73,505	64,307	83,771	79,829
New York	168,208	184,857	194,593	216,448
North Carolina	6,030	7,026	8,900	12,428
North Dakota	7,187	9,579	8,652	9,400
Ohio	8,992	11,172	11,125	12,627
Oklahoma	15,860	17,705	19,714	26,653
Oregon b/	7,557	12,605	16,359	19,651
Pennsylvania	c/	c/	c/	c/
Rhode Island	7,632	8,142	8,350	8,529
South Carolina	a/	1,466	1,594	2,036
South Dakota	6,691	8,961	8,197	5,438
Tennessee	3,660	2,636	2,770	3,533
Texas	313,234	331,869	344,915	422,677
Utah	14,860	23,598	24,447	21,364
Vermont	500	580	723	859
Virginia	c/	c/	c/	c/
Washington	28,646	34,314	32,858	30,627
West Virginia	231	c/	c/	c/
Wisconsin	14,648	15,159	14,788	17,677
Wyoming	1,919	1,996	2,027	2,013
Total U.S. and D.C.	2,173,573	2,370,775	2,558,487	2,804,556
American Samoa	11,842	11,788	13,972	13,945
Guam	2,309	c/	c/	c/
Marshall Islands	a/	a/	a/	15,755
Micronesia	a/	a/	a/	36,010
Northern Marianas	7,568	8,307	9,564	9,346
Palau	3,486	2,823	2,823	2,719
Puerto Rico d/	a/	33,722	34,619	149,824
Virgin Islands	a/	2,400	1,282	5,767
Total U.S., D.C., and Territories	2,198,778	2,429,815	2,620,747	3,037,922

Source: OBEMLA SEA Surveys

a/ Data not reported.
b/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
c/ SEA did not participate.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table 2.1
(2 of 2)

CHANGES IN LEP STUDENTS IDENTIFIED: 1990-91, 1991-92, 1992-93, and 1993-94

State	N Change a/ 92-93 to 93-94	% Change a/ 92-93 to 93-94	N Change a/ 91-92 to 93-94	% Change a/ 91-92 to 93-94	N Change a/ 90-91 to 93-94	% Change a/ 90-91 to 93-94
Alabama	882	37.8	1,543	92.3	2,162	205.5
Alaska	13,323	98.8	14,756	122.4	15,628	139.7
Arizona	11,368	13.6	19,070	25.1	29,284	44.6
Arkansas	579	16.9	4,002	--	2,002	100.1
California	63,399	5.5	136,513	12.7	228,756	23.2
Colorado	1,327	5.3	1,178	4.7	9,016	52.5
Connecticut	3,383	19.2	4,317	25.8	4,032	23.7
Delaware	-263	-14.2	-502	-24.1	-385	-19.6
District of Columbia	-634	-12.4	943	26.5	1,139	33.9
Florida	14,600	11.2	47,443	48.8	60,794	72.4
Georgia	1,834	18.3	3,922	49.3	4,956	71.6
Hawaii	510	4.5	1,328	12.7	2,031	20.9
Idaho	2,267	49.1	1,903	38.2	2,897	72.7
Illinois	5,166	5.5	12,459	14.3	20,348	25.7
Indiana	325	6.5	520	10.8	672	14.4
Iowa	787	17.3	926	21.0	1,638	44.2
Kansas	0	0.0	720	11.7	2,239	48.0
Kentucky	469	27.0	663	42.9	2,207	--
Louisiana	387	6.6	-2,763	-30.6	-2,068	-24.8
Maine	66	3.6	116	6.6	-97	-4.9
Maryland	1,617	12.7	1,756	14.0	1,635	12.9
Massachusetts	-1,311	-2.9	1,182	2.8	1,488	3.5
Michigan	7,891	21.2	8,443	23.0	8,051	21.7
Minnesota	2,129	11.8	4,339	27.5	6,904	52.3
Mississippi	37	1.1	201	6.6	506	18.4
Missouri	400	9.2	415	9.5	950	24.9
Montana	448	5.7	1,441	21.1	1,630	24.6
Nebraska	1,091	41.6	1,858	100.1	2,457	195.5
Nevada	2,330	19.4	3,635	33.9	5,313	58.7
New Hampshire	122	12.2	-9	-0.8	-20	-1.7
New Jersey	3,534	7.1	5,646	11.9	2,391	4.7
New Mexico	-3,942	-4.7	15,522	24.1	6,324	8.6
New York	21,855	11.2	31,591	17.1	48,240	28.7
North Carolina	3,528	39.6	5,402	76.9	6,398	106.1
North Dakota	748	8.6	-179	-1.9	2,213	30.8
Ohio	1,502	13.5	1,455	13.0	3,635	40.4
Oklahoma	6,939	35.2	8,948	50.5	10,793	68.1
Oregon	3,292	20.1	7,046	55.9	12,094	160.0
Pennsylvania	--	--	--	--	--	--
Rhode Island	179	2.1	387	4.8	897	11.8
South Carolina	442	27.7	570	38.9	2,036	--
South Dakota	-2,759	-33.7	-3,523	-39.3	-1,253	-18.7
Tennessee	763	27.5	897	34.0	-127	-3.5
Texas	77,762	22.5	90,808	27.4	109,443	34.9
Utah	-3,083	-12.6	-2,234	-9.5	6,504	43.8
Vermont	136	18.8	279	46.1	359	71.8
Virginia	--	--	--	--	--	--
Washington	-2,231	-6.8	-3,687	-10.7	1,981	6.9
West Virginia	--	--	--	--	--	--
Wisconsin	2,889	19.5	2,518	16.6	3,029	20.7
Wyoming	-14	-0.7	17	0.9	94	4.9
Total U.S. and D.C.	246,069	9.6	433781	18.3	630983	29.0
American Samoa	-27	-0.2	2,157	18.3	2,103	17.8
Guam	--	--	--	--	--	--
Marshall Islands	15,755	--	15,755	--	15,755	--
Micronesia	36,010	--	36,010	--	36,010	--
Northern Marianas	-218	-2.3	1,039	12.5	1,778	23.5
Palau	-104	-3.7	-104	-3.7	-767	-22.0
Puerto Rico	115,205	332.8	115,205	332.8	116,102	344.3
Virgin Islands	4,485	349.8	3,367	140.3	5,767	--
Total U.S., D.C., and Territories	417,175	15.9	608107	25.0	839144	38.2

Source: OBEMLA SEA Surveys

a/ Absolute and percent changes were calculated based on totals from only those states responding to the data item for both years.

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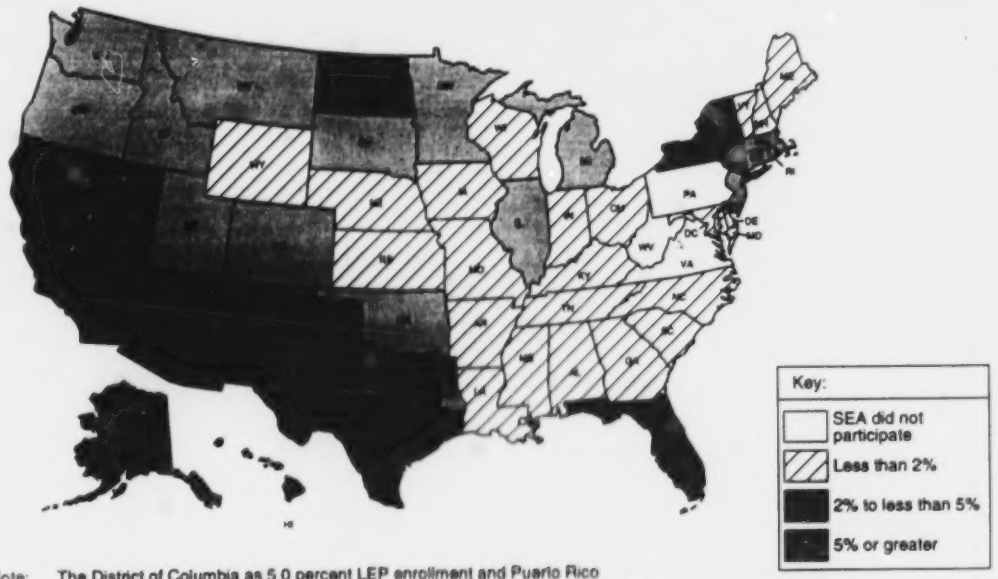
Table 2.2

Number and Percentage of Public and Nonpublic School Students
Who are Limited English Proficient
1993-94

Type of Student	Total Enrollment	Number of LEP Students	Percent LEP
Total U.S and D.C.			
Public School Students	40,469,319	2,760,822	6.8
Nonpublic School Students	4,110,190	43,734	1.1
Total Students	44,579,509	2,804,556	6.3
Total U.S., D.C. and Territories			
Public School Students	41,195,799	2,980,463	7.2
Nonpublic School Students	4,247,590	57,459	1.4
Total Students	45,443,389	3,037,922	6.7

Figure 2.2
Percent LEP Enrollment by State, 1993-94



Note: The District of Columbia as 5.0 percent LEP enrollment and Puerto Rico has 19.9 percent LSP enrollment. LEP enrollment in the outlying areas were as follows: Marshall Islands 100.0, Micronesia 99.8, Northern Marianas 96.1, Palau 82.0, and the Virgin Islands 19.3. Guam did not participate.

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3

Educational Condition of LEP Students

The Bilingual Education Act calls for grant recipients to report data on "evidence of the educational condition of the limited English proficient students, such as reading, mathematics, and subject matter test scores, and, where available, data on grade retention rates and student dropout rates" (section 7021(c)(2)(c)(iii)). Providing these data has long been a problem for SEAs; according to the ARC analysis, these items generally have had the lowest response rates. For the years that ARC analyzed, SEA response rates to the questions about dropout and retention rates were less than 50 percent. At the same time, however ARC's survey results indicated all SEA Title VII offices collected these data. The SEA respondents to the ARC survey also rated these data as being of the poorest quality of any of the SEA Survey data elements. ARC concluded their analysis of the educational condition items as follows: "[a]s currently reported the data appear to be incomplete, difficult to aggregate or interpret, and potentially misleading" (ARC, 1991, pp. 4-29, 4-30).

For the 1993-94 SEA Survey, low response rates continue to be a concern, with 33 SEAs providing data on dropouts, 23 on retention, and 40 on test performance. Lack of full response by the SEAs to the SEA Survey makes it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states.

Retention and Dropout Rates[12]

Table 3.1 presents a summary across responding SEAs of the number and percentage of LEP students who were retained or dropped out of school in 1990-91 through 1993-94. In 1993-94, the 23 SEAs providing data on retention enrolled a total of 440,523 LEP students (fewer than 15 percent of the number reported by all SEAs). These SEAs indicated that 11,101 students were reported as being retained in grade; that number is equivalent to about 2.5 percent of the total number of LEP students in their states. (Table 3.1) On an SEA-by-SEA basis, the percentage of retentions ranged from 0.5 percent to 6.2 percent (see table B2); it is not clear whether this difference reflects real differences between retention patterns among states or reporting differences. The interpretation of the data for 1993-94 is less clear due to a textual error in the phrasing of this question in the revised report form. The 1993-94 form asks for the "number of LEP students in one or more grades" rather than the number of LEP students retained in one or more grades.[13]

Table 3.1

Number and Percentage of LEP Students Who Were Retained
or Who Dropped Out of School
1990-91 through 1993-94 [a]

Educational Condition	LEP Students							
	1990-91		1991-92		1992-93		1993-94	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Retained in one or more grades[b]	8,162	2.1	9,642	2.3	10,685	2.3	11,101	2.5
Dropped out of school[c]	12,679	2.5	11,864	2.0	10,858	1.5	11,861	1.7

[a] Includes the U.S., D.C., and the Territories
[b] Number of SEAs responding: 1990-91 = 33; 1991-92 = 28; 1992-93 = 31; 1993-94 = 23.
[c] Number of SEAs responding: 1990-91 = 33; 1991-92 = 31; 1992-93 = 37; 1993-94 = 33.

[12]SEAs reporting a retention or dropout rate of 0 were excluded from this analysis. It was not possible to ascertain whether these were true 0s or missing data. However, it is unlikely that an SEA would actually have no dropouts or students retained in grade.

[13]The LEP student retention rate responses for Delaware, Maine, Montana, and Northern Marianas were eliminated because it is assumed that the 100% of the LEP students reported were probably not retained.

Table 3.1 also provides a summary of dropout data, indicating that 11,861 LEP students were reported to have dropped out in 1993-94. The 33 SEAs that reported dropout information enrolled 698,248 LEP students or less than one-fourth of the nation's LEP students. The number of reported LEP student dropouts constitutes about 1.7 percent of the responding states' LEP students. Across SEAs, the LEP dropout rate ranged from a low of 0.1 percent to a high of 7.5 percent. From 1990-91 to 1993-94, the overall LEP dropout rate declined slightly from 2.5 to 1.7 percent. As is the case for retentions, it is not possible to determine from the SEA Survey data whether these dropout rate differences reflect actual patterns or reporting differences.

Academic Test Performance

Data about the performance of LEP students on tests covering academic areas are also questionable because of the low SEA response rates: in 1993-94, results for reading were provided by 40 SEAs, for mathematics by 36 SEAs, for science by 17, and for social studies by 15 SEAs.[14] In addition, even from the reporting SEAs, too little information is asked for by the SEA Survey form to interpret the results. More specifically, information is provided only about the number of LEP students who score below state norms; information on the total number of LEP students tested, the total number eligible for testing but who were not tested, and such other contextual data as the basis of the state norm, what grade levels of students are commonly tested, level of the test, and so forth are not provided.[15] States may use the results of pre-existing state or local testing programs for the academic test performance data, some of which test a sample of students rather than the universe. Since states are not required to report the type of methodology used to report the performance data, it is not possible to know how many states rely on sample data for this information, nor whether the sample data are weighted or unweighted.

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[14]The number of LEP students included in the achievement analyses is a small fraction of the total LEP population. For example, reading information was collected on only 11 percent of the total number of identified LEP students and mathematics information for 6 percent.

[15]The 1990-91 SEA Survey also asked the SEA to indicate how many students who were tested were above state norms, below state norms, or at the state norm; presumably, those three categories sum to the number of LEP students tested and for whom data are available at the SEA level.

Table 3.2 summarizes SEA-reported data on the number of LEP students scoring below state norms. The 40 SEAs responding for reading reported that about 339,500 LEP students scored below state norms. For mathematics, 36 SEAs reported that about 183,000 scored below the state norm. For science, 17 states reported that about 38,000 LEP students scored below the state norm while 28,000 LEP students scored below the state norm for social studies in 15 states. Appendix Table B3 provides state-by-state information about the number of LEP students who score below state norms.

Table 3.2

Number and Percentage of LEP Students Scoring Below State Norms,
By Subject
1991-92 through 1993-94 [a]

Subject Tested	LEP Students Scoring Below State Norms					
	1991-92		1992-93		1993-94	
	Number	Percent	Number	Percent	Number	Percent
English Reading[b]	273,689	29.8	312,811	27.7	339,493	23.2
Mathematics[c]	178,300	20.2	226,272	20.4	182,944	12.9
Science[d]	112,394	26.7	82,007	14.6	37,931[f]	15.1
Social Studies[e]	111,738	26.5	81,541	14.8	28,101[f]	11.8

[a] These data should be interpreted with caution because it is not known (1) how many LEP students were tested; (2) how many LEP students were eligible for testing; and (3) what was the basis of the state norm.

[b] Number of SEAs responding: 1991-92 = 30; 1992-93 = 33; 1993-94 = 40.

[c] Number of SEAs responding: 1991-92 = 26; 1992-93 = 30; 1993-94 = 36.

[d] Number of SEAs responding: 1991-92 = 11; 1992-93 = 17; 1993-94 = 17.

[e] Number of SEAs responding: 1991-92 = 11; 1992-93 = 14; 1993-94 = 15.

[f] The large decrease between 1992-93 and 1993-94 can partially be explained by the exclusion of 1993-94 data for Texas which reported around 54,000 LEP students scoring below state norms in science and social studies in 1992-93.

Educational Condition Data Limitations

The data collected through the SEA Survey may not provide a valid picture of the educational condition of LEP students for four reasons. First, the SEA response rate is too low to provide confidence that the reported data are typical of all states. This is compounded by the fact that, while a slight majority of SEAs may actually provide a response, those states enroll no more than about one-fourth of the nation's LEP students, so most LEP students' educational conditions are not reflected in the SEA Survey data.

Second, SEA reports of dropout and retention rates and test results are based on locally generated data that are reported to the SEA directly or collected from LEAs by the SEAs via surveys. The magnitude of the variations across states in the percent of LEP retention and dropouts, which appear greater than would be expected based on actual local patterns (particularly once local data are aggregated at the state level), suggests that within-state data reporting problems may be common.

The third reason is a particular problem for dropout data: determining whether a student has in fact dropped out (rather than transferred, deceased, stopped out, etc.) is subject to different interpretations at the local and state levels. As a consequence, SEAs are likely basing their counts on different approaches to determining dropout status. Although the SEA Survey form's directions tell the SEAs not to count stopouts or transfers, determining the actual status of an individual child is not that easy.

The fourth reason is specific to the test data: too little information is provided to interpret the data that are provided. As a result, no one can look at the data on the number of LEP students scoring below state norms and draw any conclusions about the educational condition of LEP students. At a minimum, three additional data elements are needed: (1) how many LEP students were tested; (2) how many were eligible for testing; and (3) what was the basis of the state norm.

4

Identifying LEP Students

There is no federally mandated definition of limited English proficiency, therefore who is determined to be LEP depends largely on state and local agencies. The lack of a uniform definition of limited English proficiency has led to a wide range of identification methods and procedures used to identify students for LEP services across states, districts, and schools, and to inconsistent reporting of information on LEP students within and across states.

The federal definition of "limited English proficiency" is found in Section 7003 of the Title VII Act:

(1) The terms "limited English proficiency" and "limited English proficient" when used with reference to individuals means:

(A) individuals who were not born in the United States or whose native language is other than English;

(B) individuals who come from environments where language other than English is dominant; and

(C) individuals who are American Indian and Alaskan Natives and who come from environments where language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. Table 4.1 summarizes the type of

criteria used by states to identify LEP students. In 1993-94, 51 SEAs (and/or their LEAs) used the non-English background provision, 33 used the difficulties with the four language proficiencies (speaking, reading, writing, and/or understanding English) provision, and 33 used both. Twenty-seven states used various percentile cutoffs on standardized tests as a criteria for determining limited English proficiency. Other factors, which were used by 16 states to identify LEP students, include grade reports and teacher judgment.

Table 4.1

Type of Criteria Used by States to Identify LEP Students
1993-94
(n=55)

Criteria	Number of States	Percent of States
Non-English Language Background	51	92.7
Difficulty with the Four Proficiencies	33	60.0
Percentile Cutoff	27	49.1
Local Determination	13	23.6
Other	16	29.1

OBEMLA believes that a thorough identification process first should involve a home language survey to determine if any other language other than English is spoken in the home. If the survey produces a positive response, OBEMLA recommends that at least one objective and one subjective measure of English proficiency should be employed. The objective measure could be a standardized achievement test. Scoring below a certain percentile ranking would signify LEP status. Subjective measures could include recommendations from parents, classroom teachers, counselors, or others with direct knowledge of the student's ability to learn and perform in an all English class (OBEMLA, The Condition of Bilingual Education in the Nation: A Report to Congress and the President, 1992).

During the 1993-94 school year, all but three of the reporting SEAs used a home language survey as a factor in identifying LEP students, although it is not possible to ascertain from the SEA Survey whether it formed the basis of determining limited English proficiency. Of the subjective criteria that may have been used by states, most used teacher observation (45 states), parent information (44 states), and student records (44 states). About two-thirds of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but four states used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 43 states (including the CTBS, ITBS, SAT, and CAT), and criterion referenced tests were used by 21 states (and/or their LEAs) (Table 4.2 and Figure 4.1).

Table 4.2

Type of Tests Used to Identify LEP Students
1993-94
N=55

Type of Test	Number of States	Percent of States
Language Proficiency Test	51	92.7
Achievement Test	43	78.2
Criterion Referenced Test	21	38.2
Other	25	45.5

In general, states use multiple criteria in identifying LEP students. In 1993-94, all but two of the states reported using at least three criteria, and about 50 percent of the states reported using ten or more criteria. Nine states (and/or their LEAs) used all twelve criteria. (Figure 4.2)

Figure 4.1
Methods Used by SEAs for Identifying LEP Students, 1993-94

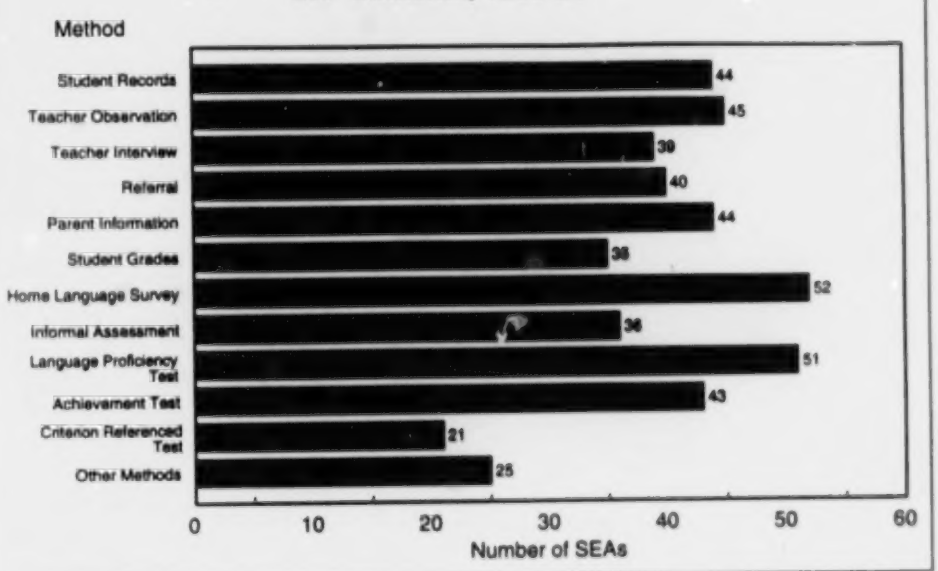
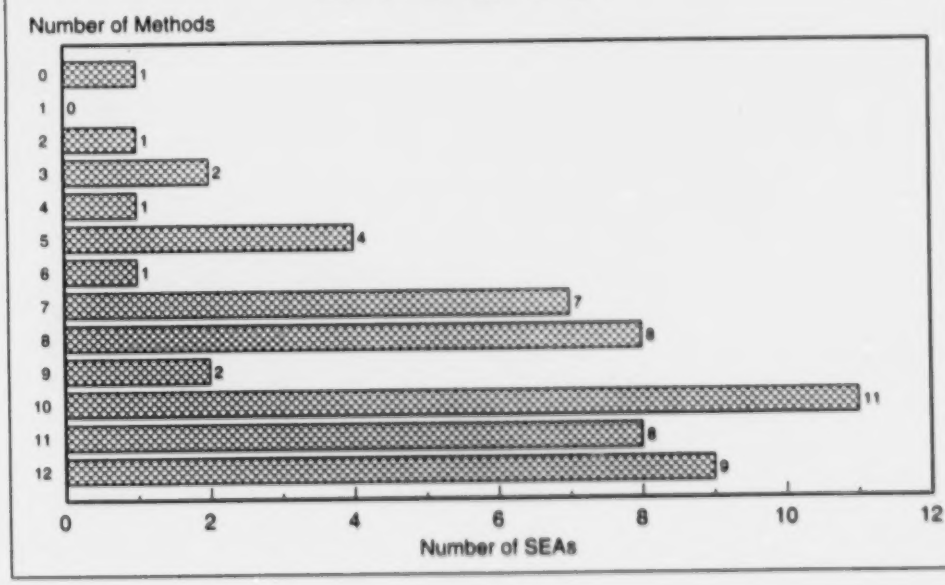


Figure 4.2
Number of Methods Used by SEAs for Identifying LEP Students, 1993-94



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5

Educational Programs for LEP Students

Federal, State, and Local Programs

LEP students may receive services through one or more of a variety of federal, state, and local educational programs. With the passage of the Bilingual Education Act in 1968, the federal government directly addressed the educational needs of LEP students, primarily through the provision of English language instruction to low-income LEP students. As the program evolved, Congress eliminated the poverty requirements and allowed states to include instruction in the children's native language. Currently, there are five major programs designed to serve LEP children funded under Title VII (Part A)[16]:

- **The Transitional Bilingual Education (TBE) Program**--assists LEP students in elementary and secondary schools to acquire English language, mathematics, and science skills and also to meet the promotion and graduation standards by providing content area instruction in the native language to the extent necessary;

- **The Developmental Bilingual Education (DBE) Programs**--are full-time instructional programs which provide structured English language instruction and instruction in a second language. These programs must help students achieve competence in English and a second language while mastering subject matter skills;

- **The Special Alternative Instructional Program (SAIP)**--offers specially designed curricula to meet the linguistic and instructional needs of LEP students in elementary and secondary schools. In such programs the native language of the LEP students need not be used;

- **The Family English Literacy Program (FELP)**--assists LEP adults and out-of-school youth to achieve competence in English. Classes may be conducted in English only or in English and the students' native language. Preference for inclusion in the program is given to the parents and immediate family of LEP students assisted under the Bilingual Education Act; and

[16]A sixth Part A program, the Academic Excellence Program, is a demonstration/dissemination program that is not designed to provide direct services to children.

- **The Special Populations Program (SPP)**--assists preschool, special education, and gifted and talented programs serving LEP students.

LEP students may also be served under several federally funded programs other than Title VII that are targeted to educationally and/or economically disadvantaged students. These programs include:

- **Chapter 1, Title I, ESEA**--provides instructional and support services to educationally disadvantaged students in school districts with high concentrations of low-income children;

- **Chapter 1, Migrant**--provides financial assistance to SEAs to establish and improve programs to meet the special needs of migratory children of migratory agricultural workers or fishers through instructional and support services;

- **Even Start**--supports family centered educational programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners;

- **Emergency Immigrant Education Assistance Act Program**--assists SEAs and LEAs in providing supplementary education services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools;

- **Special Education**--provides formula grants to SEAs to help meet the costs of providing special education and related services to address the needs of children with disabilities; and

- **Vocational Education**--assists states' efforts to expand and improve their programs of vocational education and provide equal opportunity in vocational education for traditionally underserved populations.

While the federal government has been playing an increasing role in serving LEP students over the last two decades, states have traditionally provided some formal education programs to provide English-language instruction to immigrant populations from as early as the mid-1800s. Today, about two-thirds of the states provide bilingual education programs (37 states), and over four-fifths of the states operate English as a second language (ESL) programs (45 states).

LEP Enrollment in Programs Designed to Meet Their Educational Needs

In 1993-94, nearly 78 percent (2.4 million) of LEP students reported by SEAs received services through programs specifically designed to meet their educational needs. The percentage of public school LEP students (78.5 percent) receiving services was significantly greater than for LEP students enrolled in nonpublic schools (30.4 percent). Of the 55 states and outlying areas that reported information on the number of LEP students served, over one-half reported serving 80 percent or more of their LEP student population. (Table B6)

Table 5.1

Number and Percentage of Public and Nonpublic School LEP Students Enrolled in Programs Designed to Meet their Educational Needs 1990-91 through 1993-94

Type of Student	LEP Students Enrolled in Programs Designed to Meet Their Educational Needs							
	1990-91		1991-92		1992-93		1993-94	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Public School Students	1,729,986	79.1	1,886,538	79.2	2,103,938	82.1	2,338,368	78.5
Nonpublic School Students	12,851	26.5	13,216	26.5	13,345	23.3	17,490	30.4
Total	1,745,105	78.2	1,899,754	78.2	2,117,283	80.8	2,355,858	77.5

LEP Enrollment in Federal Programs

At the national level, 352,068 LEP students were provided services through the Title VII funded programs, constituting 12 percent of all LEP students. Eight percent of LEP students were enrolled in the TBE program, 2 percent in SAIP, and less than 1 percent in each of the remaining Title VII programs. Thirty-five states and outlying areas reported serving LEP students through the TBE program, 38 through SAIP, 14 through SPP, 13 through DBE programs, and 11 through FELP. (Table 5.2 and Table B8)

Of the non-Title VII federal programs, the Chapter 1 program was the most common program for service delivery to LEP students. Nationally, about 31 percent of LEP students were enrolled in Chapter 1, and over 80 percent of the states and territories reported serving LEP students through the program. The Emergency Immigrant Education Assistance Act program enrolled 25 percent of the LEP students and was offered in 36 states. Relatively few LEP students were reported as being served through Chapter 1 Migrant (11 percent), Special Education (6 percent), Vocational (6 percent), and Even Start (less than 1 percent). LEP students were also served in a handful of other federally funded programs, including Chapter 2, Head Start, and Title V Indian Education. See Table B8 for the types of other federal programs by state that enrolled LEP students during the 1993-94 school year.

LEP Enrollment in State and Local Programs

LEP students were more likely to participate in a state or local bilingual education program than in a federal program. Almost one-half of all LEP students received services through a state bilingual program, with three-quarters of the states serving LEP children through state-operated bilingual programs. About 25 percent of LEP students served in special programs received services through a state ESL-only program. (Tables 5.2 and B8.)

There were few changes in program participation between 1990-91 and 1993-94. For example, within the Title VII programs, TBE participation decreased from 8.7 to 8.2 percent. Small increases in participation occurred in the DBE and SAIP programs, while participation decreased slightly in the Family English Literacy and Special Population Programs. The most significant changes occurred within the other federal program categories. LEP participation in the Emergency Immigrant Education Assistance Act Program more than doubled, while Chapter 1 LEP participation declined from 52 to 31 percent in the period. (Table 5.2)

Table 5.2

Types of Programs Serving LEP Students
1990-91 through 1993-94

Type of Program	Percent of National LEP Served			
	1990-91	1991-92	1992-93	1993-94
Title VII Programs				
Transitional Bilingual Education	8.694	7.725	7.601	8.196
Developmental Bilingual Education	0.148	0.250	0.314	0.276
Special Alternative Instruction Program	1.442	1.930	2.914	2.426
Recent Arrivals	0.000	0.278	0.487	0.371a/
Magnet Schools	0.004	0.043	0.024	0.000a/
Family English Literacy Program b/	0.252	0.375	0.310	0.225
Special Populations	0.210	0.168	0.511	0.094
Total Title VII	11.124	10.770	12.159	11.588
Other Federal Programs				
Chapter 1	52.463	31.301	29.057c/	31.031
Migrant	d/	7.451	8.284	10.954
Even Start	0.030	0.296	0.313	0.229
Emergency Immigrant Education Assistance Act	11.358	30.104	25.798	24.903
Special Education	6.550	6.307	6.038	6.192
Vocational Education	d/	2.954	2.644	6.133
State Programs				
State Bilingual Education	e/	48.70	48.28	47.31
State ESL Only	e/	26.87	21.97	24.93

a/ Due to new survey forms, data were not widely collected in 1993-94 for Recent Arrivals and Magnet Schools.

b/ The Family English Literacy Program was designed to serve the parents of Title VII students and out-of-school youth.

c/ 1992-93 Chapter 1 data were revised for California.

d/ Data not collected in 1990-91.

e/ Data not collected in same format as the 1991-92 through 1993-94 data.

6

Findings and Implications

Enrollment of LEP Students

For the 1993-94 school year, 55 SEAs in the U.S. and territories reported that about 3,038,000 LEP students were enrolled in public or nonpublic elementary or secondary schools. This count reflects an upward trend over the past several years: since 1985-86, yearly increases in the number of LEP students have averaged 9.6 percent. It is not known what proportion of this high rate of increase is due to actual growth in the LEP population, better reporting, or changes in definitions of LEP status, but the consistency of the increase argues for a large proportion being due to population change.

Only 40 SEAs reported on the number of LEP students in nonpublic schools and the percentage of LEP students for the reporting SEAs is much lower than for public schools. It is not clear how much of the difference in LEP percentages between public and nonpublic schools is due to actual differences in the populations served or to inadequate reporting procedures within states. It is clear, however, that there is a nonpublic LEP student undercount because about one-fourth of the SEAs do not provide any data on the numbers of nonpublic students.

Educational Condition of LEP Students

The data provided on the SEA Survey do not provide a valid basis for making judgments about the educational condition of LEP students. Too few SEAs respond to the specific items to produce a national pattern and insufficient supporting information is provided to interpret the data that are provided.

Identifying LEP Students

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. In 1993-94, 51 states and outlying areas (and/or their LEAs) used the non-English background provision, 33 used the difficulties with the four language proficiencies (speaking, reading, writing, and/or understanding English) provision, and 33 used both.

In general, states use multiple criteria in identifying LEP students. In 1993-94, all but two states used at least three criteria, and about 50 percent of the states used ten or more. Nine states (and/or their LEAs) used all twelve of the criteria listed on the SEA Survey form. During the 1993-94 school year, all but 3 of the reporting SEAs used a home language survey as a factor in identifying LEP students. Most reported use of teacher observation (45 states), parent information (44 states), and student records (44 states). About two-thirds of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but four states used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 43 states (including the CTBS, ITBS, SAT, and CAT) and criterion referenced were used by 21 states (and/or their LEAs).

Educational Programs for LEP Students

Among public school students, 78.5 percent were enrolled in special programs, while 30.4 percent of nonpublic students were enrolled in special programs. The largest proportions of LEP students are served in state and local programs, with those programs reportedly serving about 72 percent of all LEP students. Since state and local programs are not commonly available to students in nonpublic schools, the large difference between public and nonpublic LEP student participation is understandable, particularly when coupled with the generally poorer quality of data concerning nonpublic school LEP students. Chapter 1 is the largest federal program serving LEP students; it enrolls 31 percent of LEP students. Title VII programs enroll about 12 percent.

Appendix A

SEA Survey Data Review Procedures

This appendix describes the procedures used to review data provided by the SEAs on the SEA Survey for 1993-94 and for earlier years, as appropriate. The purpose of the review procedures and the activities following from them was to ensure the data summarized in this report are as free from error as possible.

Review Procedures for SEA Survey Data

OBEMLA received the State Surveys for 1993-94 during the summer months of 1995. Westat was subcontracted to by OBEMLA through Developmental Associates to prepare the data files and to review, correct, summarize the Survey data, and prepare this report.

When reviewing the data, Westat preformed some basic internal consistency checks including:

1) that the sum of the parts agreed with reported totals;

2) that the sum of items 3 (total LEPs served) and 5 (total LEPs not served) agreed with the total reported for item 2 (total LEPs enrolled);

3) that the total LEP enrollment did not exceed the total K-12 enrollment; and

4) that the number of LEPs student enrolled in federal, state, and local programs did not exceed the number of LEP students served.

Westat verified any data inconsistencies with OBEMLA and the SEA. In some cases, SEAs revised their initial submission, which Westat entered into the master data base. In other instances, the State provided explanations as to why the data were not reported in the required format.

Review Procedures for SEA Survey Data for 1990-91 and Prior Years

Limited attention in this report is paid to data for 1990-91 and earlier years. The primary reasons for this are (1) that the data prior to the 1991-92 SEA Survey could not be reviewed and verified or corrected and (2) significant changes were made by OBEMLA in the SEA Survey form for the 1991-92 school year. These two topics are addressed in this section.

Reviewing 1990-91 SEA Survey Data

Westat received both the SEA Surveys and a dBase file containing the 1990-91 data from OBEMLA and cross checked each SEA Survey against the entered data. In cases where the data were not in agreement, Westat entered the number provided on the SEA survey, unless documentation for a change was provided by OBEMLA. Because Westat changed some of the data provided by OBEMLA, the 1990-91 data presented in this report may not agree with data presented in previous reports, graphs, or other tabular presentations. Westat also performed the same internal consistency checks that were performed on the 1991-92 data, although the SEAs were not contacted if a discrepancy was detected.

Changes in SEA Survey Form

The SEA Survey form has gone through two revisions in the last five years of the report. The form revisions between 1990-91 and 1991-92 had significant impacts on the data collection process and the comparability of data for years prior to and following the change. The revisions made between the 1992-93 and 1993-94 forms were primarily made in response to programmatic changes which made some data irrelevant.

SEA Survey form revisions: 1991-1992. The most obvious change in the 1991-92 survey form is the addition of a page and one-half of item-by-item instructions designed to clarify acceptable response patterns; no instructions were provided on the form in prior years. Other changes ranged from minor wording changes to significant changes in item substance. The following list describes the changes made in 1991-92 compared to 1990-91:

Part I

Item IA1 -	No changes
Item IA2 -	No changes
Item IA3 -	Minor wording changes
Item IA4 -	Added Chapter 1 Migrant Education Program, Vocational Education and added specific types of programs (i.e., bilingual education program, ESL only program, other) to state and/or local programs
Item IA5 -	Minor wording changes
Item IB1 -	Added Science and Social Studies under areas tested and deleted request for number of LEP students above local norm or at local norm (and changed the normative reference to state from local)
Item IB2 -	Minor wording changes
Item IB3 -	Minor wording changes
Part II	No changes
Part III	
Item IIIA-	Minor wording changes and added an "other" response category
Item IIIB-	Changed item reference to be used in responding from IA3 to IA4

Responses to items on which no changes were made (i.e., IA1, IA2, IIA, IIB) can be compared; while significant changes on several of the items (i.e., IA4, IB1, and IIIB) effectively preclude comparing the SEAs' responses for the two years. In terms of the items on which minor wording changes were made, it appears to be reasonable to compare the results under some circumstances. In this report, however, these comparisons are not made because the data on the 1990-91 SEA Surveys could not be verified.

SEA Survey form revisions: 1993-1994. The 1993-94 survey form was revised to accommodate programmatic changes. The form was adapted to eliminate the collection of data for two programs which were no longer funded: Recent Arrivals and Magnet Schools. An unintended change was also made in the wording of the LEP retention question. The complete list of changes from 1992-93 to 1993-94 includes:

Part I

Item IA4 -	Eliminated Recent Arrivals and Magnet Schools programs
Item IB2 -	Changed wording from "Number of LEP students retained in one or more grades" to "Number of LEP students in one or more grades"

Appendix B

Supplementary Tables, by State Educational Agency

The following data tables contain supporting information on each SEAs LEP population. Please note that, for all tables, Puerto Rico has responded with numbers of Limited **Spanish** Proficient (LSP) students instead of LEP students. Please refer to Appendix C for further supporting (information including explanations of data changes for earlier years).

Table B1 Grades K-12 Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1992-93 and 1993-94
1. Total figures
2. Public only
3. Nonpublic only

Table B2 Number and Percent of LEP Students Reported to Have Dropped Out or Been Retained, by State: 1992-93 and 1993-94

Table B3 Number and Percent of LEP Students Scoring Below the State Norm, by Subject Area Tested and State: 1992-93 and 1993-94
1. English/Reading and Mathematics
2. Science and Social Studies

Table B4 Criteria Used By SEAs to Identify LEP Students, By State: School Year 1993-94

Table B5 Methods Used to Identify LEP Students, by State: 1993-94

Table B6 LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1992-93 and 1993-94
1. Total figures
2. Public only
3. Nonpublic only

Table B7 Public LEP Students Who Could Benefit From, but are not Enrolled in, Special Programs to Meet Their Educational Needs, by State: 1992-93 and 1993-94

Table B8 Number and Percentage of LEP Students Served by Federal and State Programs, by State and Type of Program: 1992-93 and 1993-94
1-7. Federal programs
8. State programs

Table B1
(1 of 3)

Grades K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1992-93 and 1993-94

State	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent LEP Enrollment a/	
	1992-93	1993-94	% Change b/	1992-93	1993-94	% Change b/	1992-93	1993-94
Alabama	714,402	714,916	0.1	2,332	3,214	37.8	0.3	0.4
Alaska	124,697	125,813	0.9	13,489	26,812	98.8	10.8	21.3
Arizona	748,340	808,039	8.0	83,643	95,011	13.6	11.2	11.8
Arkansas	440,682	445,913	1.2	3,423	4,002	16.9	0.8	0.9
California	5,749,791	5,841,520	1.6	1,151,819	1,215,218	5.5	20.0	20.8
Colorado	653,399	669,654	2.5	24,876	26,203	5.3	3.8	3.9
Connecticut	537,342	554,039	3.1	17,637	21,020	19.2	3.3	3.8
Delaware	127,559	129,129	1.2	1,847	1,584	-14.2	1.4	1.2
District of Columbia	90,619	89,537	-1.2	5,132	4,498	-12.4	5.7	5.0
Florida	2,272,243	2,561,207	12.7	130,131	144,731	11.2	5.7	5.7
Georgia	1,273,863	1,298,407	1.9	10,043	11,877	18.3	0.8	0.9
Hawaii	209,697	213,312	1.7	11,251	11,761	4.5	5.4	5.5
Idaho	238,072	241,250	1.3	4,616	6,883	49.1	1.9	2.9
Illinois	2,120,975	2,210,179	4.2	94,471	99,637	5.5	4.5	4.5
Indiana	1,058,446	1,073,870	1.5	5,017	5,342	6.5	0.5	0.5
Iowa	540,571	542,499	0.4	4,556	5,343	17.3	0.8	1.0
Kansas	451,536	451,536	0.0	6,900	6,900	0.0	1.5	1.5
Kentucky	750,958	658,488	-12.3	1,738	2,207	27.0	0.2	0.3
Louisiana	887,965	901,952	1.6	5,890	6,277	6.6	0.7	0.7
Maine	220,346	226,665	2.9	1,820	1,886	3.6	0.8	0.8
Maryland	847,826	947,520	11.8	12,719	14,336	12.7	1.5	1.5
Massachusetts	975,065	1,002,065	2.8	45,405	44,094	-2.9	4.7	4.4
Michigan	1,737,157	1,706,395	-1.8	37,272	45,163	21.2	2.1	2.6
Minnesota	868,044	884,798	1.9	17,979	20,108	11.8	2.1	2.3
Mississippi	555,907	545,270	-1.9	3,222	3,259	1.1	0.6	0.6
Missouri	961,295	951,981	-1.0	4,365	4,765	9.2	0.5	0.5
Montana	167,827	171,201	2.0	7,817	8,265	5.7	4.7	4.8
Nebraska	319,609	322,505	0.9	2,623	3,714	41.6	0.8	1.2
Nevada	232,686	246,218	5.8	12,040	14,370	19.4	5.2	5.8
New Hampshire	199,198	204,011	2.4	1,004	1,126	12.2	0.5	0.6
New Jersey	1,331,660	1,355,532	1.8	49,627	53,161	7.1	3.7	3.9
New Mexico	310,914	350,083	12.6	83,771	79,829	-4.7	26.9	22.8
New York	3,107,102	3,168,546	2.0	194,593	216,448	11.2	6.3	6.8
North Carolina	1,158,960	1,179,852	1.8	8,900	12,428	39.6	0.8	1.1
North Dakota	127,361	127,879	0.4	8,652	9,400	8.6	6.8	7.4
Ohio	2,080,869	2,028,199	-2.5	11,125	12,627	13.5	0.5	0.6
Oklahoma	609,125	616,452	1.2	19,714	26,653	35.2	3.2	4.3
Oregon e/	540,122	548,611	1.6	16,359	19,651	20.1	3.0	3.6
Pennsylvania	c/	c/	--	c/	c/	--	--	--
Rhode Island	171,423	173,834	1.4	8,350	8,529	2.1	4.9	4.9
South Carolina	688,516	693,403	0.7	1,594	2,036	27.7	0.2	0.3
South Dakota	152,829	153,997	0.8	8,197	5,438	-33.7	5.4	3.5
Tennessee	975,970	996,574	2.1	2,770	3,533	27.5	0.3	0.4
Texas	3,714,384	3,788,769	2.0	344,915	422,677	22.5	9.3	11.2
Utah	437,097	475,870	8.9	24,447	21,364	-12.6	5.6	4.5
Vermont	110,626	101,591	-8.2	723	859	18.8	0.7	0.8
Virginia	c/	c/	--	c/	c/	--	--	--
Washington	962,908	984,876	2.3	32,858	30,627	-6.8	3.4	3.1
West Virginia	c/	c/	--	c/	c/	--	--	--
Wisconsin	976,222	993,783	1.8	14,788	17,677	19.5	1.5	1.8
Wyoming	101,133	101,769	0.6	2,027	2,013	-0.7	2.0	2.0
Total U.S. and D.C.	43,633,338	44,579,509	2.2	2,558,487	2,804,556	9.6	5.9	6.3
American Samoa	14,594	14,650	0.4	13,972	13,945	-0.2	95.7	95.2
Guam	c/	c/	--	c/	c/	--	--	--
Marshall Islands	c/	15,755	--	c/	15,755	--	--	100.0
Micronesia	c/	36,087	--	c/	36,010	--	--	99.8
Northern Marianas	9,789	9,727	-0.6	9,564	9,346	-2.3	97.7	96.1
Palau	3,356	3,317	-1.2	2,823	2,719	-3.7	84.1	82.0
Puerto Rico f/	688,897	754,401	9.5	34,619	149,824	332.8	5.0	19.9
Virgin Islands	29,461	29,943	1.6	1,282	5,767	349.8	4.4	19.3
Total U.S., D.C., and Territories	44,379,435	45,443,389	2.4	2,620,747	3,037,922	15.9	5.9	6.7

a/ Percentage was calculated based on totals from only those states responding to both data items.
b/ Percentage was calculated based on totals from only those states responding to this data item for both years.
c/ SEA did not participate
d/ Data not reported
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B1
(2 of 3)

PUBLIC ONLY: Grades K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1992-93 and 1993-94

State	Public K-12 Enrollment 1992-93	1993-94	% Change b/	Public K-12 LEP Enrollment 1992-93	1993-94	% Change b/	Public Percent LEP Enrollment a/ 1992-93	1993-94
Alabama	714,402	714,916	0.1	2,332	3,214	37.8	0.3	0.4
Alaska	120,116	121,396	1.1	13,489	26,812	98.8	11.2	22.1
Arizona	711,899	762,863	7.2	75,910	90,609	19.4	10.7	11.9
Arkansas	440,682	445,913	1.2	3,423	4,002	16.9	0.8	0.9
California	5,195,777	5,267,277	1.4	1,151,819	1,215,218	5.5	22.2	23.1
Colorado	612,635	625,062	2.0	24,876	26,203	5.3	4.1	4.2
Connecticut	473,055	484,186	2.4	17,637	21,020	19.2	3.7	4.3
Delaware	104,321	105,547	1.2	1,701	1,470	-13.6	1.6	1.4
District of Columbia	80,678	80,678	0.0	4,620	4,449	-3.7	5.7	5.5
Florida	2,071,980	2,339,937	12.9	130,131	144,731	11.2	6.3	6.2
Georgia	1,200,530	1,223,407	1.9	9,803	11,731	19.7	0.8	1.0
Hawaii	176,923	180,139	1.8	11,172	11,621	4.0	6.3	6.5
Idaho	231,816	235,385	1.5	4,596	6,848	49.0	2.0	2.9
Illinois	1,833,885	1,893,077	3.2	94,471	99,637	5.5	5.2	5.3
Indiana	959,876	964,352	0.5	5,017	5,342	6.5	0.5	0.6
Iowa	495,342	497,015	0.3	4,319	5,184	20.0	0.9	1.0
Kansas	451,536	451,536	0.0	6,900	6,900	0.0	1.5	1.5
Kentucky	687,158	658,488	-4.2	1,658	2,108	27.1	0.2	0.3
Louisiana	767,457	773,779	0.8	5,878	6,239	6.1	0.8	0.8
Maine	207,779	213,800	2.9	1,713	1,763	2.9	0.8	0.8
Maryland	735,698	790,938	7.5	12,076	13,951	15.5	1.6	1.8
Massachusetts	861,468	879,663	2.1	41,580	43,690	5.1	4.8	5.0
Michigan	1,567,000	1,517,924	-3.1	37,272	45,163	21.2	2.4	3.0
Minnesota	786,413	803,101	2.1	17,979	20,108	11.8	2.3	2.5
Mississippi	505,444	505,907	0.1	1,891	1,910	1.0	0.4	0.4
Missouri	840,409	852,042	1.4	3,804	4,382	15.2	0.5	0.5
Montana	159,760	163,020	2.0	7,341	7,950	8.3	4.6	4.9
Nebraska	281,367	283,935	0.9	2,482	3,543	42.7	0.9	1.2
Nevada	222,846	235,800	5.8	11,970	14,296	19.4	5.4	6.1
New Hampshire	181,247	185,360	2.3	842	1,070	27.1	0.5	0.6
New Jersey	1,130,560	1,151,610	1.9	46,573	49,670	6.6	4.1	4.3
New Mexico	283,145	321,186	13.4	83,771	79,829	-4.7	29.6	24.9
New York	2,637,745	2,698,954	2.3	173,347	191,787	10.6	6.6	7.1
North Carolina	1,100,936	1,108,625	0.7	8,867	12,408	39.9	0.8	1.1
North Dakota	118,094	118,500	0.3	6,835	7,849	14.8	5.8	6.6
Ohio	1,841,989	1,802,605	-2.1	10,304	11,695	13.5	0.6	0.6
Oklahoma	597,096	604,155	1.2	19,368	26,259	35.6	3.2	4.3
Oregon a/	510,122	516,611	1.3	16,359	19,651	20.1	3.2	3.8
Pennsylvania	c/	c/	--	c/	c/	--	--	--
Rhode Island	145,676	147,493	1.2	7,839	8,079	3.1	5.4	5.5
South Carolina	646,988	651,422	0.7	1,502	1,965	30.8	0.2	0.3
South Dakota	135,267	135,494	0.2	4,527	3,848	-15.0	3.3	2.8
Tennessee	906,975	923,673	1.8	2,731	3,450	26.3	0.3	0.4
Texas	3,541,769	3,601,839	1.7	343,356	421,372	22.7	9.7	11.7
Utah	432,979	471,557	8.9	24,447	21,364	-12.6	5.6	4.5
Vermont	101,591	98,558	-3.0	714	848	18.8	0.7	0.9
Virginia	c/	c/	--	c/	c/	--	--	--
Washington	896,475	915,694	2.1	32,339	30,461	-5.8	3.6	3.3
West Virginia	c/	c/	--	c/	c/	--	--	--
Wisconsin	829,415	844,001	1.8	14,243	17,185	20.7	1.7	2.0
Wyoming	100,313	100,899	0.6	1,952	1,938	-0.7	1.9	1.9
Total U.S. and D.C.	39,636,634	40,469,319	2.1	2,507,776	2,760,822	10.1	6.3	6.8
American Samoa	12,792	12,775	-0.1	12,441	12,360	-0.7	97.3	96.8
Guam	c/	c/	--	c/	c/	--	--	--
Marshall Islands	c/	10,746	--	c/	10,746	--	--	100.0
Micronesia	c/	32,249	--	c/	32,249	--	--	100.0
Northern Marianas	7,732	7,709	-0.3	7,632	7,570	-0.8	98.7	98.2
Palau	2,653	2,614	-1.5	2,175	2,143	-1.5	82.0	82.0
Puerto Rico f/	642,392	637,034	-0.8	32,119	149,824	366.5	5.0	23.5
Virgin Islands	22,651	23,353	3.1	1,282	4,749	270.4	5.7	20.3
Total U.S., D.C., and Territories	40,324,854	41,195,799	2.2	2,563,425	2,980,463	16.3	6.4	7.2

a/ Percentage was calculated based on totals from only those states responding to both data items.
b/ Percentage was calculated based on totals from only those states responding to this data item for both years.
c/ SEA did not participate
d/ Data not reported
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B1
(3 of 3)

NONPUBLIC ONLY: Grades K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment, by State: 1992-93 and 1993-94

State	Nonpublic K-12 Enrollment			Nonpublic K-12 LEP Enrollment			Nonpublic Percent LEP Enrollment a/	
	1992-93	1993-94	% Change b/	1992-93	1993-94	% Change b/	1992-93	1993-94
Alabama	d/	d/	--	d/	d/	--	--	--
Alaska	4,581	4,417	-3.6	c/	d/	--	--	--
Arizona	36,441	45,176	24.0	7,733	4,402	-43.1	21.2	9.7
Arkansas	d/	d/	--	d/	d/	--	--	--
California	554,014	574,243	3.7	d/	d/	--	--	--
Colorado	40,764	44,592	9.4	d/	d/	--	--	--
Connecticut	64,287	69,853	8.7	d/	d/	--	--	--
Delaware	23,238	23,582	1.5	146	114	-21.9	0.6	0.5
District of Columbia	9,941	8,859	-10.9	512	49	-90.4	5.2	0.6
Florida	200,263	221,270	10.5	d/	d/	--	--	--
Georgia	73,333	75,000	2.3	240	146	-39.2	0.3	0.2
Hawaii	32,774	33,173	1.2	79	140	77.2	0.2	0.4
Idaho	6,256	5,865	-6.3	20	35	75.0	0.3	0.6
Illinois	287,090	317,102	10.5	d/	d/	--	--	--
Indiana	98,570	109,518	11.1	d/	d/	--	--	--
Iowa	45,229	45,484	0.6	237	159	-32.9	0.5	0.3
Kansas	d/	d/	--	d/	d/	--	--	--
Kentucky	63,800	d/	--	80	99	23.8	0.1	--
Louisiana	120,508	128,173	6.4	12	38	216.7	0.0	0.0
Maine	12,567	12,865	2.4	107	123	15.0	0.9	1.0
Maryland	112,128	156,582	39.6	643	385	-40.1	0.6	0.2
Massachusetts	113,597	122,402	7.8	3,825	404	-89.4	3.4	0.3
Michigan	170,157	188,471	10.8	d/	d/	--	--	--
Minnesota	81,631	81,697	0.1	d/	d/	--	--	--
Mississippi	50,463	39,363	-22.0	1,331	1,349	1.4	2.6	3.4
Missouri	120,886	99,939	-17.3	561	383	-31.7	0.5	0.4
Montana	8,067	8,181	1.4	476	315	-33.8	5.9	3.9
Nebraska	38,242	38,570	0.9	141	171	21.3	0.4	0.4
Nevada	9,840	10,418	5.9	70	74	5.7	0.7	0.7
New Hampshire	17,951	18,651	3.9	162	56	-65.4	0.9	0.3
New Jersey	201,100	203,922	1.4	3,054	3,491	14.3	1.5	1.7
New Mexico	27,769	28,897	4.1	d/	d/	--	--	--
New York	469,357	469,592	0.1	21,246	24,661	16.1	4.5	5.3
North Carolina	58,024	71,227	22.8	33	20	-39.4	0.1	0.0
North Dakota	9,267	9,379	1.2	1,817	1,551	-14.6	19.6	16.5
Ohio	238,880	225,594	-5.6	821	932	13.5	0.3	0.4
Oklahoma	12,029	12,297	2.2	346	394	13.9	2.9	3.2
Oregon e/	30,000	32,000	6.7	d/	d/	--	--	--
Pennsylvania	c/	c/	--	c/	c/	--	--	--
Rhode Island	25,747	26,341	2.3	511	450	-11.9	2.0	1.7
South Carolina	41,528	41,981	1.1	92	71	-22.8	0.2	0.2
South Dakota	17,562	18,503	5.4	3,670	1,590	-56.7	20.9	8.6
Tennessee	68,995	72,901	5.7	39	83	112.8	0.1	0.1
Texas	172,615	186,930	8.3	1,559	1,305	-16.3	0.9	0.7
Utah	4,118	4,313	4.7	c/	0	--	--	--
Vermont	9,035	3,033	-66.4	9	11	22.2	0.1	0.4
Virginia	c/	c/	--	c/	c/	--	--	--
Washington	66,433	69,182	4.1	519	166	-68.0	0.8	0.2
West Virginia	c/	c/	--	c/	c/	--	--	--
Wisconsin	146,807	149,782	2.0	545	492	-9.7	0.4	0.3
Wyoming	820	870	6.1	75	75	0.0	9.1	8.6
Total U.S. and D.C.	3,996,704	4,110,190	2.8	50,711	43,734	-13.8	1.3	1.1
American Samoa	1,802	1,875	4.1	1,531	1,585	3.5	85.0	84.5
Guam	c/	c/	--	c/	c/	--	--	--
Marshall Islands	c/	5,009	--	c/	5,009	--	--	100.0
Micronesia	c/	3,838	--	c/	3,761	--	--	98.0
Northern Marianas	2,057	2,018	-1.9	1,932	1,776	-8.1	93.9	88.0
Palau	703	703	0.0	648	576	-11.1	92.2	81.9
Puerto Rico f/	46,505	117,367	152.4	2,500	d/	--	5.4	--
Virgin Islands	6,810	6,590	-3.2	c/	1,018	--	--	15.4
Total U.S., D.C., and Territories	4,054,581	4,247,590	4.8	57,322	57,459	0.2	1.4	1.4

a/ Percentage was calculated based on totals from only those states responding to both data items.
b/ Percentage was calculated based on totals from only those states responding to the data item for both years.
c/ SEA did not participate
d/ Data not reported
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B2

Number and Percent of LEP Students Reported to Have Dropped Out or Been Retained, by State: 1992-93 and 1993-94

State	1992-93 LEP Dropouts		1993-94 LEP Dropouts		1992-93 LEP Retained		1993-94 LEP Retained	
	Number	Percent a/	Number	Percent a/	Number	Percent a/	Number	Percent a/
Alabama	b/	--	b/	--	b/	--	b/	--
Alaska	b/	--	2,010	7.5	b/	--	b/	--
Arizona	b/	--	b/	--	b/	--	b/	--
Arkansas	b/	--	b/	--	b/	--	b/	--
California	b/	--	b/	--	b/	--	b/	--
Colorado	882	3.5	858	3.3	355	1.4	281	1.1
Connecticut	113	0.6	b/	--	b/	--	b/	--
Delaware	6	0.3	8	0.5	65	3.5	b/	--
District of Columbia	b/	--	b/	--	b/	--	b/	--
Florida	1,367	1.1	2,020	1.4	4,811	3.7	5,821	4.0
Georgia	b/	--	b/	--	b/	--	b/	--
Hawaii	28	0.2	b/	--	514	4.6	522	4.4
Idaho	107	2.3	126	1.8	57	1.2	b/	--
Illinois	482	0.5	468	0.5	b/	--	b/	--
Indiana	16	0.3	19	0.4	174	3.5	132	2.5
Iowa	111	2.4	95	1.8	63	1.4	72	1.3
Kansas	171	2.5	b/	--	96	1.4	b/	--
Kentucky	11	0.6	13	0.6	5	0.3	11	0.5
Louisiana	96	1.6	70	1.1	178	3.0	273	4.3
Maine	15	0.8	14	0.7	5	0.3	b/	--
Maryland	122	1.0	208	1.5	88	0.7	162	1.1
Massachusetts	708	1.6	b/	--	b/	--	b/	--
Michigan	b/	--	b/	--	b/	--	b/	--
Minnesota	341	1.9	379	1.9	395	2.2	307	1.5
Mississippi	26	0.8	33	1.0	146	4.5	130	4.0
Missouri	5	0.1	b/	--	21	0.5	b/	--
Montana	127	1.6	295	3.4	113	1.4	b/	--
Nebraska	121	4.6	226	6.1	80	3.0	232	6.2
Nevada	120	1.0	263	1.8	159	1.3	248	1.7
New Hampshire	b/	--	b/	--	b/	--	b/	--
New Jersey	530	1.1	598	1.1	b/	--	b/	--
New Mexico	1,848	2.2	655	0.8	1,077	1.3	606	0.8
New York	b/	--	b/	--	b/	--	b/	--
North Carolina	147	1.7	209	1.7	209	2.3	347	2.8
North Dakota	0	0.0	b/	--	0	0.0	b/	--
Ohio	20	0.2	172	1.4	474	4.3	298	2.4
Oklahoma	348	1.8	297	1.1	731	3.7	b/	--
Oregon	b/	--	b/	--	b/	--	b/	--
Pennsylvania	c/	--	c/	--	c/	--	c/	--
Rhode Island	13	0.2	b/	--	b/	--	b/	--
South Carolina	17	1.1	11	0.5	29	1.8	56	2.8
South Dakota	116	1.4	115	2.1	113	1.4	143	2.6
Tennessee	66	2.4	156	4.4	70	2.5	142	4.0
Texas	b/	--	b/	--	b/	--	b/	--
Utah	598	2.4	598	2.8	b/	--	b/	--
Vermont	b/	--	8	0.9	b/	--	b/	--
Virginia	c/	--	c/	--	c/	--	c/	--
Washington	1,807	5.5	823	2.7	342	1.0	844	2.8
West Virginia	c/	--	c/	--	c/	--	c/	--
Wisconsin	361	2.4	361	2.0	288	1.9	453	2.6
Wyoming	12	0.6	24	1.2	27	1.3	21	1.0
Total U.S. and D.C.	10,858	1.6	11,122	1.7	10,685	2.4	11,101	2.6
American Samoa	0	0.0	19	0.1	0	0.0	0	0.0
Guam	c/	--	c/	--	c/	--	c/	--
Marshall Islands	c/	--	646	4.1	c/	--	b/	--
Micronesia	c/	--	b/	--	c/	--	b/	--
Northern Marianas	b/	--	74	0.8	b/	--	b/	--
Palau	0	0.0	b/	--	0	0.0	0	0.0
Puerto Rico d/	b/	--	b/	--	b/	--	b/	--
Virgin Islands	b/	--	b/	--	b/	--	b/	--
Total U.S., D.C., and Territories	10,858	1.5	11,861	1.7	10,685	2.3	11,101	2.5

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students. a/Percentage was calculated based on totals from only those states responding to both data items.

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Table B3
(1 of 2)

Number and Percent of LEP Students Scoring Below the State Norm, by Subject Area Tested and State: 1992-93 and 1993-94

State	1992-93 English/Reading		1993-94 English/Reading		1992-93 Mathematics		1993-94 Mathematics	
	Number	Percent a/	Number	Percent a/	Number	Percent a/	Number	Percent a/
Alabama	1,679	72.0	1,249	38.9	1,125	48.2	736	22.9
Alaska	b/	--	7,978	29.8	b/	--	b/	--
Arizona	25,670	30.7	b/	--	25,181	30.1	b/	--
Arkansas	b/	--	b/	--	b/	--	b/	--
California	b/	--	b/	--	b/	--	b/	--
Colorado	13,423	54.0	10,194	38.9	6,854	27.6	4,312	16.5
Connecticut	b/	--	1,034	4.9	b/	--	1,009	4.8
Delaware	b/	--	120	7.6	b/	--	148	9.3
District of Columbia	b/	--	b/	--	b/	--	b/	--
Florida	b/	--	9,150	6.3	b/	--	6,180	4.3
Georgia	b/	--	b/	--	b/	--	b/	--
Hawaii	3,485	31.0	3,451	29.3	2,487	22.1	2,532	21.5
Idaho	1,464	31.7	2,589	37.6	1,190	25.8	2,019	29.3
Illinois	b/	--	b/	--	b/	--	b/	--
Indiana	5,017	100.0	5,342	100.0	b/	--	b/	--
Iowa	550	12.1	1,787	33.4	450	9.9	1,318	24.7
Kansas	1,322	19.2	6,500	94.2	745	10.8	3,225	46.7
Kentucky	160	9.2	665	30.1	69	4.0	298	13.5
Louisiana	2,400	40.7	2,431	38.7	1,331	22.6	1,575	25.1
Maine	387	21.3	1,640	87.0	387	21.3	1,640	87.0
Maryland	b/	--	b/	--	b/	--	b/	--
Massachusetts	b/	--	b/	--	b/	--	b/	--
Michigan	b/	--	b/	--	b/	--	b/	--
Minnesota	7,752	43.1	7,196	35.8	5,539	30.8	5,155	25.6
Mississippi	1,564	48.5	2,226	68.3	1,232	38.2	1,846	56.6
Missouri	646	14.8	637	13.4	605	13.9	546	11.5
Montana	2,470	31.6	2,934	35.5	b/	--	b/	--
Nebraska	301	11.5	586	15.8	279	10.6	521	14.0
Nevada	1,481	12.3	1,068	7.4	1,141	9.5	896	6.2
New Hampshire	326	32.5	308	27.4	202	20.1	b/	--
New Jersey	1,759	3.5	16,665	31.3	1,399	2.8	13,071	24.6
New Mexico	28,805	34.4	20,632	25.8	24,199	28.9	13,471	16.9
New York	80,472	41.4	102,808	47.5	35,141	18.1	15,588	7.2
North Carolina	b/	--	2,814	22.6	b/	--	2,394	19.3
North Dakota	b/	--	2,773	29.5	b/	--	2,773	29.5
Ohio	3,451	31.0	3,280	26.0	1,959	17.6	1,810	14.3
Oklahoma	6,399	32.5	8,720	32.7	4,480	22.7	6,893	25.9
Oregon	b/	--	b/	--	b/	--	b/	--
Pennsylvania	c/	--	c/	--	c/	--	c/	--
Rhode Island	7,839	93.9	b/	--	b/	--	b/	--
South Carolina	b/	--	b/	--	b/	--	b/	--
South Dakota	2,064	25.2	3,453	63.5	1,935	23.6	3,145	57.8
Tennessee	1,000	36.1	1,114	31.5	567	20.5	741	21.0
Texas	102,259	29.6	68,505	16.2	102,951	29.8	67,637	16.0
Utah	148	0.6	148	0.7	323	1.3	323	1.5
Vermont	b/	--	b/	--	b/	--	b/	--
Virginia	c/	c/	c/	--	c/	c/	c/	--
Washington	b/	--	19,342	63.2	b/	--	5,043	16.5
West Virginia	c/	c/	c/	--	c/	c/	c/	--
Wisconsin	270	1.8	153	0.9	202	1.4	85	0.5
Wyoming	530	45.9	890	44.2	382	18.8	280	13.9
Total U.S. and D.C.	305,493	31.6	320,382	25.8	222,355	23.5	167,210	14.0
American Samoa	6,888	49.3	6,861	49.2	3,549	25.4	3,458	24.8
Guam	c/	c/	c/	--	c/	c/	c/	--
Marshall Islands	c/	c/	11,659	74.0	c/	c/	11,659	74.0
Micronesia	c/	c/	151	0.4	c/	c/	239	0.7
Northern Marianas	b/	--	b/	--	b/	--	b/	--
Palau	b/	--	b/	--	b/	--	b/	--
Puerto Rico d/	55	0.0	55	0.0	40	0.0	40	0.0
Virgin Islands	375	29.3	385	6.7	328	25.6	338	5.9
Total U.S., D.C., and Territories	312,811	27.7	339,493	23.2	226,272	20.4	182,944	12.9

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B3
(2 of 2)

Number and Percent of LEP Students Scoring Below the State Norm, by Subject Area Tested and State: 1992-93 and 1993-94

State	1992-93 Science		1993-94 Science		1992-93 Social Studies		1993-94 Social Studies	
	Number	Percent a/	Number	Percent a/	Number	Percent a/	Number	Percent a/
Alabama	b/	--	b/	--	b/	--	b/	--
Alaska	b/	--	b/	--	b/	--	b/	--
Arizona	b/	--	b/	--	b/	--	b/	--
Arkansas	b/	--	b/	--	b/	--	b/	--
California	b/	--	b/	--	b/	--	b/	--
Colorado	b/	--	b/	--	b/	--	b/	--
Connecticut	b/	--	b/	--	b/	--	b/	--
Delaware	b/	--	b/	--	b/	--	b/	--
District of Columbia	b/	--	b/	--	b/	--	b/	--
Florida	b/	--	b/	--	b/	--	b/	--
Georgia	b/	--	b/	--	b/	--	b/	--
Hawaii	b/	--	b/	--	b/	--	b/	--
Idaho	b/	--	b/	--	b/	--	b/	--
Illinois	b/	--	b/	--	b/	--	b/	--
Indiana	b/	--	b/	--	b/	--	b/	--
Iowa	165	3.6	846	15.8	181	4.0	915	17.1
Kansas	148	2.1	b/	--	b/	--	b/	--
Kentucky	71	4.1	390	17.7	95	5.5	101	4.6
Louisiana	1,147	19.5	1,312	20.9	1,137	19.3	1,339	21.3
Maine	387	21.3	1,640	87.0	b/	--	1,640	87.0
Maryland	b/	--	b/	--	b/	--	b/	--
Massachusetts	b/	--	b/	--	b/	--	b/	--
Michigan	b/	--	b/	--	b/	--	b/	--
Minnesota	1,700	9.5	3,341	16.6	1,134	6.3	3,354	16.7
Mississippi	b/	--	403	12.4	b/	--	425	13.0
Missouri	546	12.5	500	10.5	552	12.6	530	11.1
Montana	b/	--	b/	--	b/	--	b/	--
Nebraska	b/	--	b/	--	b/	--	b/	--
Nevada	b/	--	b/	--	b/	--	b/	--
New Hampshire	200	19.9	b/	--	222	22.1	b/	--
New Jersey	b/	--	b/	--	b/	--	b/	--
New Mexico	15,924	19.0	9,296	11.6	16,115	19.2	10,632	13.3
New York	b/	--	b/	--	b/	--	b/	--
North Carolina	b/	--	1,492	12.0	b/	--	1,917	15.4
North Dakota	b/	--	2,773	29.5	b/	--	2,773	29.5
Ohio	872	7.8	916	7.3	1,068	9.6	1,022	8.1
Oklahoma	1,251	6.3	b/	--	1,251	6.3	737	2.8
Oregon	b/	--	b/	--	b/	--	b/	--
Pennsylvania	c/	--	c/	--	c/	--	c/	--
Rhode Island	b/	--	b/	--	b/	--	b/	--
South Carolina	b/	--	b/	--	b/	--	b/	--
South Dakota	b/	--	b/	--	b/	--	b/	--
Tennessee	b/	--	b/	--	b/	--	b/	--
Texas	54,353	15.8	b/	--	53,934	15.6	b/	--
Utah	114	0.5	114	0.5	0	0.0	b/	--
Vermont	b/	--	b/	--	b/	--	b/	--
Virginia	c/	c/	c/	--	c/	c/	c/	--
Washington	b/	--	2,535	8.3	b/	--	2,320	7.6
West Virginia	c/	c/	c/	--	c/	c/	c/	--
Wisconsin	205	1.4	72	0.4	193	1.3	54	0.3
Wyoming	340	16.8	319	15.8	b/	--	b/	--
Total U.S. and D.C.	77,423	14.2	25,949	11.3	75,882	14.2	27,759	11.9
American Samoa	4,271	30.6	b/	--	5,327	38.1	b/	--
Guam	c/	c/	c/	--	c/	c/	c/	--
Marshall Islands	c/	c/	11,659	74.0	c/	c/	b/	--
Micronesia	c/	c/	b/	--	c/	c/	b/	--
Northern Marianas	b/	--	b/	--	b/	--	b/	--
Palau	b/	--	b/	--	b/	--	b/	--
Puerto Rico d/	b/	--	b/	--	b/	--	b/	--
Virgin Islands	313	24.4	323	5.6	332	25.9	342	5.9
Total U.S., D.C., and Territories	82,007	14.6	37,931	15.1	81,541	14.8	28,101	11.8

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B4 Criteria Used By SEAs to Identify LEP Students, By State: School Year 1993-94

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Alabama	X	X			
Alaska	X		Below norm or below grade level in language arts.		Parent Questionnaire, Language Observation, Language Assessment, Other Assessment
Arizona	X	X	40th %ile on State Achievement Test		Home Language Survey
Arkansas [d]				X	
California	X	X			K-12: scoring "not fluent" on oral proficiency test. Grades 3-12 also include fluent students scoring below district-established standards for reading and/or writing.
Colorado	X		50th %ile under state guidelines. Some LEAs use 30th %ile and/or national norms.	X	
Connecticut [e]	X	X	30th %ile on LAB or score of 1 or 2 on LAS		Interview, below average academic indicators
Delaware	X	X			
District of Columbia	X	X	Scoring below 74 on the LAS		Assessment Team reviews test results
Florida [e]	X	X	32nd %ile on standardized norm-referenced tests		LEP committee considers grades and other assessments
Georgia	X		25th %ile on the LAB		
Hawaii [e]	X		30th %ile in language or reading and 25th %ile in mathematics on standardized tests		Grades of lower than "C" in core content areas
Idaho	X		Not performing at grade level. Score of three or below on LAS or Woodcock-Munay. 40th %ile on the ITBS assessment.	X	

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Table B4 Criteria Used By SEAs to Identify LEP Students, By State: School Year 1993-94

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Illinois	X	X	Below 50th %ile (or equivalent) on standardized, nationally normed English language proficiency tests in listening, speaking, and, beginning at grade 2, reading and/or writing.		
Indiana	X	X			Academic performance below grade level
Iowa	X	X			
Kansas	X	X			Past academic performance
Kentucky *	X	X			
Louisiana	X	X	Below 5th stanine in reading or language on the CAT. Scores on LAS-oral below a four and on the LAS R/W below a three.		GPA below "C" in content area coursework.
Maine	X	X		X	
Maryland	X	X		X	
Massachusetts *	X	X			Incapable of performing ordinary classwork in English
Michigan	X		40th %ile from reading and/or English Language test. Then 40th %ile on the Home language Survey.		For grades K-2, eligibility is based on consultation between district and student's parent or guardian
Minnesota	X		One-third of a standard deviation below district average on nationally normed English Reading or English Language Arts achievement test		
Mississippi	X	X			
Missouri	X	X			
Montana	X	X	40th %ile generally used		

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Table B4 (Cont.) Criteria Used By SEAs to Identify LEP Students, By State: School Year 1993-94

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Nebraska	X	X		X	
Nevada	X	X			
New Hampshire	X	X			Inability to function at levels equal to English-background students
New Jersey	X	X			
New Mexico	X		40th %ile on ITBS language subtests		
New York	X		40th %ile on English language assessment		
North Carolina [4]	X	X		X	
North Dakota				X	
Ohio	X	X			
Oklahoma	X	X		Entry/exit criteria determined at local level	
Oregon			Below LAS 40th %ile are exempt from state assessments	X	
Pennsylvania (SEA does not participate)					
Rhode Island	X		36th %ile on standardized reading test		
South Carolina	X	X			
South Dakota [4]	X	X	50th %ile of standardized test, usually Stanford Test (subject not specified)		
Tennessee	X		4th stanine on school system-determined instrument	X	
Texas	X		Grades 2-12: 40%ile cutoff in English reading or English language arts subtest		
Utah	X	X		X	
Vermont	X	X			
Virginia (SEA does not Participate)					

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Table B4 (Cont.) Criteria Used By SEAs to Identify LEP Students, By State: School Year 1993-94

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Washington *	X	X	Eligibility determined by LAS, BSM or BINL. Annual reassessment includes a cutoff of 35th %ile on standardized test in reading and language arts		
West Virginia (SEA does not Participate)					
Wisconsin	X	X			
Wyoming	X	X		X	
American Samoa	X				
Guam (SEA does not Participate)					
Marshall Islands (No Criteria Identified)					
Micronesia	X				
Northern Marianas	X				
Palau	X				Language Assessment
Puerto Rico	X				Non-Spanish Background, limited knowledge of Spanish
Virgin Islands	X				Assessment

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* Data not reported.

Table B5
(1 of 2)

Methods Used to Identify LEP Students, by State: 1993-94

State	Student Records	Teacher Observation	Teacher Interview	Referral	Parent Information	Student Grades
Alabama	YES	YES	YES	YES	YES	YES
Alaska	YES	YES	NO	NO	YES	NO
Arizona	NO	NO	NO	YES	YES	NO
Arkansas	YES	YES	YES	YES	YES	YES
California	YES	YES	YES	YES	YES	YES
Colorado	NO	NO	NO	NO	YES	NO
Connecticut	YES	YES	YES	NO	NO	NO
Delaware	YES	YES	YES	YES	YES	YES
District of Columbia	YES	NO	NO	YES	YES	NO
Florida	NO	NO	NO	NO	NO	NO
Georgia	YES	YES	YES	YES	YES	YES
Hawaii	YES	YES	NO	YES	YES	YES
Idaho	YES	YES	YES	YES	YES	YES
Illinois	YES	YES	YES	YES	YES	YES
Indiana	YES	NO	NO	NO	NO	YES
Iowa	NO	YES	YES	NO	NO	YES
Kansas	YES	YES	YES	YES	YES	YES
Kentucky	YES	YES	YES	YES	YES	YES
Louisiana	YES	YES	YES	YES	YES	YES
Maine	YES	YES	YES	YES	YES	YES
Maryland	YES	YES	YES	YES	YES	YES
Massachusetts	YES	YES	YES	YES	YES	NO
Michigan	NO	NO	NO	YES	NO	NO
Minnesota	YES	YES	NO	YES	YES	NO
Mississippi	YES	YES	YES	YES	YES	YES
Missouri	YES	YES	YES	YES	YES	YES
Montana	YES	YES	NO	YES	YES	YES
Nebraska	YES	YES	YES	YES	YES	YES
Nevada	YES	YES	YES	YES	YES	YES
New Hampshire	YES	YES	YES	YES	YES	NO
New Jersey	NO	YES	YES	NO	NO	YES
New Mexico	YES	YES	YES	YES	YES	YES
New York	YES	YES	YES	YES	YES	NO
North Carolina	YES	YES	YES	YES	YES	YES
North Dakota	YES	YES	YES	YES	YES	YES
Ohio	YES	YES	YES	YES	YES	YES
Oklahoma	YES	YES	NO	YES	YES	YES
Oregon	YES	YES	YES	YES	YES	YES
Pennsylvania	a/	a/	a/	a/	a/	a/
Rhode Island	NO	NO	NO	NO	NO	NO
South Carolina	YES	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	YES	YES	YES
Tennessee	YES	YES	YES	YES	YES	YES
Texas	NO	NO	NO	NO	NO	NO
Utah	YES	YES	YES	YES	YES	YES
Vermont	YES	YES	NO	YES	YES	NO
Virginia	a/	a/	a/	a/	a/	a/
Washington	YES	YES	YES	YES	YES	NO
West Virginia	a/	a/	a/	a/	a/	a/
Wisconsin	YES	YES	YES	YES	YES	YES
Wyoming	NO	YES	YES	YES	YES	YES
American Samoa	YES	YES	YES	YES	YES	YES
Guam	a/	a/	a/	a/	a/	a/
Marshall Islands	NO	NO	NO	NO	NO	NO
Micronesia	NO	NO	NO	NO	NO	NO
Northern Marianas	YES	YES	YES	NO	NO	NO
Palau	YES	YES	NO	NO	YES	YES
Puerto Rico	YES	YES	YES	NO	YES	NO
Virgin Islands	YES	YES	YES	NO	YES	NO
Total Number Using Method	44	45	39	40	44	35

a/ SEA did not participate.

Table B5
(2 of 2)

Methods Used to Identify LEP Students, by State: 1993-94

State	Home Language Survey	Informal Assessment	Language Proficiency Test	Achievement Test	Criterion Referenced Test	Other
Alabama	YES	NO	YES	YES	NO	NO
Alaska	YES	NO	YES	YES	YES	YES
Arizona	YES	YES	YES	YES	YES	NO
Arkansas	YES	YES	YES	YES	YES	NO
California	YES	YES	YES	YES	YES	YES
Colorado	YES	NO	YES	YES	NO	NO
Connecticut	YES	NO	YES	YES	YES	NO
Delaware	YES	YES	YES	NO	NO	YES
District of Columbia	YES	YES	YES	YES	NO	NO
Florida	YES	NO	YES	YES	YES	YES
Georgia	YES	YES	YES	YES	YES	YES
Hawaii	NO	NO	YES	YES	NO	NO
Idaho	YES	YES	YES	YES	NO	YES
Illinois	YES	NO	YES	YES	YES	YES
Indiana	YES	NO	YES	NO	NO	NO
Iowa	YES	NO	YES	YES	NO	NO
Kansas	YES	YES	YES	YES	NO	NO
Kentucky	YES	YES	YES	YES	YES	YES
Louisiana	YES	YES	YES	YES	YES	YES
Maine	YES	YES	YES	YES	YES	YES
Maryland	YES	YES	YES	YES	YES	YES
Massachusetts	YES	YES	YES	NO	NO	NO
Michigan	YES	NO	YES	NO	NO	NO
Minnesota	YES	YES	YES	YES	NO	NO
Mississippi	YES	YES	YES	YES	NO	YES
Missouri	YES	YES	YES	YES	YES	YES
Montana	YES	NO	YES	YES	NO	NO
Nebraska	YES	YES	YES	YES	NO	NO
Nevada	YES	YES	YES	YES	NO	NO
New Hampshire	YES	YES	YES	NO	NO	YES
New Jersey	YES	NO	YES	YES	NO	YES
New Mexico	YES	YES	YES	YES	YES	NO
New York	YES	NO	YES	YES	NO	NO
North Carolina	YES	YES	YES	YES	NO	NO
North Dakota	YES	YES	YES	YES	NO	NO
Ohio	YES	YES	YES	NO	NO	YES
Oklahoma	YES	YES	YES	YES	YES	YES
Oregon	YES	YES	YES	YES	NO	NO
Pennsylvania	a/	a/	a/	a/	a/	a/
Rhode Island	YES	YES	YES	YES	NO	YES
South Carolina	YES	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	YES	NO	NO
Tennessee	YES	YES	YES	YES	YES	NO
Texas	YES	NO	YES	YES	YES	YES
Utah	YES	YES	YES	YES	YES	NO
Vermont	YES	YES	YES	NO	NO	NO
Virginia	a/	a/	a/	a/	a/	a/
Washington	YES	NO	YES	YES	NO	NO
West Virginia	a/	a/	a/	a/	a/	a/
Wisconsin	YES	YES	YES	YES	YES	YES
Wyoming	YES	YES	YES	YES	NO	YES
American Samoa	YES	NO	YES	YES	YES	NO
Guam	a/	a/	a/	a/	a/	a/
Northern Marianas	NO	NO	NO	NO	NO	NO
Micronesia	YES	NO	NO	YES	NO	NO
Northern Marianas	NO	NO	NO	NO	NO	NO
Palau	YES	YES	NO	NO	NO	YES
Puerto Rico	YES	YES	YES	NO	NO	YES
Virgin Islands	YES	YES	YES	NO	NO	YES
Total Number Using Method	52	36	51	43	21	25

a/ SEA did not participate.

Table B6
(1 of 3)

Total LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1992-93 and 1993-94

State	Total LEP Enrollment		Total LEP Enrolled in Special Programs			Percent LEP Enrolled in Special Programs	
	1992-93	1993-94	1992-93	1993-94	% Change a/	1992-93 b/	1993-94 b/
Alabama	2,332	3,214	2,261	3,180	40.6	97.0	98.9
Alaska	13,489	26,812	13,489	13,385	-0.8	100.0	49.9
Arizona	83,643	95,011	75,781	83,305	9.9	90.6	87.7
Arkansas	3,423	4,002	1,502	4,002	166.4	43.9	100.0
California	1,151,819	1,215,218	893,956	892,470	-0.2	77.6	73.4
Colorado	24,876	26,203	17,314	21,062	21.6	69.6	80.4
Connecticut	17,637	21,020	12,897	13,813	7.1	73.1	65.7
Delaware	1,847	1,584	1,079	1,140	5.7	58.4	72.0
District of Columbia	5,132	4,498	4,614	4,362	-5.5	89.9	97.0
Florida	130,131	144,731	119,520	144,731	21.1	91.8	100.0
Georgia	10,043	11,877	7,329	8,540	16.5	73.0	71.9
Hawaii	11,251	11,761	11,172	11,761	5.3	99.3	100.0
Idaho	4,616	6,883	4,579	5,677	24.0	99.2	82.5
Illinois	94,471	99,637	95,297	99,178	4.1	100.9	99.5
Indiana	5,017	5,342	1,787	2,284	29.3	35.2	42.8
Iowa	4,556	5,343	3,983	4,642	16.5	87.4	86.9
Kansas	6,900	6,900	6,597	6,597	0.0	95.6	95.6
Kentucky	1,738	2,207	1,306	1,691	29.5	75.1	76.6
Louisiana	5,690	6,277	5,235	5,749	9.8	88.9	91.6
Maine	1,820	1,886	1,283	1,560	21.6	70.5	82.7
Maryland	12,719	14,336	12,513	14,260	14.0	98.4	99.5
Massachusetts	45,405	44,094	38,849	38,285	-1.5	85.6	86.8
Michigan	37,272	45,163	20,708	23,164	11.9	55.6	51.3
Minnesota	17,979	20,108	15,671	17,286	10.3	87.2	86.0
Mississippi	3,222	3,259	2,148	1,081	-49.7	66.7	33.2
Missouri	4,365	4,765	3,866	2,315	-40.1	88.6	48.6
Montana	7,817	8,265	3,338	3,671	10.0	42.7	44.4
Nebraska	2,623	3,714	1,251	3,094	147.3	47.7	83.3
Nevada	12,040	14,370	11,495	13,960	21.4	95.5	97.1
New Hampshire	1,004	1,126	619	808	30.5	61.7	71.8
New Jersey	49,627	53,161	46,573	49,670	6.6	93.8	93.4
New Mexico	83,771	79,829	67,028	64,592	-3.6	80.0	80.9
New York	194,593	216,448	152,032	187,982	23.6	78.1	86.8
North Carolina	8,900	12,429	6,601	8,247	24.9	74.2	66.4
North Dakota	8,652	9,400	3,267	2,773	-15.1	37.8	29.5
Ohio	11,125	12,627	9,465	9,695	2.4	85.1	76.8
Oklahoma	19,714	26,853	17,679	20,374	15.2	89.7	76.4
Oregon d/	16,339	19,651	16,339	19,651	20.1	100.0	100.0
Pennsylvania	c/	c/	c/	c/	--	--	--
Rhode Island	8,350	8,529	7,839	8,079	3.1	93.9	94.7
South Carolina	1,594	2,038	1,389	1,838	32.3	87.1	90.3
South Dakota	8,197	5,438	4,977	2,527	-49.2	60.7	46.5
Tennessee	2,770	3,533	2,622	3,195	21.9	94.7	90.4
Texas	344,915	422,677	313,654	398,022	26.9	90.9	94.2
Utah	24,447	21,364	10,068	18,879	87.5	41.2	88.4
Vermont	723	859	363	496	36.6	50.2	57.7
Virginia	c/	c/	c/	c/	--	--	--
Washington	32,858	30,627	32,339	28,465	-12.0	98.4	92.9
West Virginia	c/	c/	c/	c/	--	--	--
Wisconsin	14,788	17,677	12,685	14,203	12.1	85.6	80.3
Wyoming	2,027	2,013	990	770	-21.4	48.3	38.3
Total U.S. and D.C.	2,558,487	2,804,556	2,097,319	2,286,511	9.0	82.0	81.5
American Samoa	13,972	13,945	6,766	6,760	-0.1	48.4	48.5
Guam	c/	c/	c/	c/	--	c/	--
Marshall Islands	c/	15,755	c/	3,060	--	c/	19.4
Micronesia	c/	36,010	c/	36,010	--	c/	100.0
Northern Marianas	9,564	9,348	5,448	6,501	19.3	57.0	69.6
Palau	2,823	2,719	1,947	2,258	22.3	65.4	83.0
Puerto Rico f/	34,619	149,824	4,675	12,728	161.1	14.1	8.5
Virgin Islands	1,282	5,767	1,028	2,030	97.5	80.2	35.2
Total U.S., D.C., and Territories	2,620,747	3,037,922	2,117,283	2,355,858	11.3	80.8	77.5

a/ Percentage was calculated based on totals from only those states responding to this data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B6
(2 of 3)

PUBLIC ONLY: LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1992-93 and 1993-94

State	Public LEP Enrollment 1992-93	Public LEP Enrollment 1993-94	Public LEP Enrolled in Special Programs 1992-93	Public LEP Enrolled in Special Programs 1993-94	% Change a/	Percent Public LEP Enrolled in Special Programs 1992-93 b/	Percent Public LEP Enrolled in Special Programs 1993-94 b/
Alabama	2,332	3,214	2,261	3,180	40.6	97.0	98.9
Alaska	13,489	26,812	13,489	13,385	-0.8	100.0	49.9
Arizona	75,910	90,609	73,263	82,224	12.2	96.5	90.7
Arkansas	3,423	4,002	1,502	4,002	166.4	43.9	100.0
California	1,151,819	1,215,218	893,956	892,470	-0.2	77.6	73.4
Colorado	24,876	26,203	17,314	21,062	21.6	69.6	80.4
Connecticut	17,637	21,020	12,897	13,813	7.1	73.1	65.7
Delaware	1,701	1,470	1,079	1,140	5.7	63.4	77.6
District of Columbia	4,620	4,449	4,520	4,345	-3.9	97.8	97.7
Florida	130,131	144,731	119,520	144,731	21.1	91.8	100.0
Georgia	9,803	11,731	7,329	8,540	16.5	74.8	72.8
Hawaii	11,172	11,621	11,172	11,621	4.0	100.0	100.0
Idaho	4,596	6,848	4,559	5,642	23.8	99.2	82.4
Illinois	94,471	99,637	95,297	99,178	4.1	100.9	99.5
Indiana	5,017	5,342	1,767	2,284	29.3	35.2	42.8
Iowa	4,319	5,184	3,953	4,614	16.7	91.5	89.0
Kansas	6,900	6,900	6,597	6,597	0.0	95.6	95.6
Kentucky	1,658	2,108	1,295	1,679	29.7	78.1	79.6
Louisiana	5,878	6,239	5,233	5,730	9.5	89.0	91.8
Maine	1,713	1,763	1,207	1,477	22.4	70.5	83.8
Maryland	12,076	13,951	12,076	13,951	15.5	100.0	100.0
Massachusetts	41,580	43,690	38,636	38,285	-0.9	92.9	87.6
Michigan	37,272	45,163	20,708	23,164	11.9	55.6	51.3
Minnesota	17,979	20,108	15,671	17,286	10.3	87.2	86.0
Mississippi	1,891	1,910	1,316	1,081	-17.9	69.6	56.6
Missouri	3,804	4,382	3,705	2,313	-37.6	97.4	52.8
Montana	7,341	7,950	3,240	3,422	5.6	44.1	43.0
Nebraska	2,482	3,543	1,225	2,967	142.2	49.4	83.7
Nevada	11,970	14,296	11,447	13,913	21.5	95.6	97.3
New Hampshire	842	1,070	514	773	50.4	61.0	72.2
New Jersey	46,573	49,670	46,573	49,670	6.6	100.0	100.0
New Mexico	83,771	79,829	67,028	64,592	-3.6	80.0	80.9
New York	173,347	191,787	149,819	180,509	20.5	86.4	94.1
North Carolina	8,867	12,408	6,568	8,227	25.3	74.1	66.3
North Dakota	6,835	7,849	2,886	2,444	-15.3	42.2	31.1
Ohio	10,304	11,695	9,029	9,336	3.4	87.6	79.8
Oklahoma	19,368	26,259	17,612	20,334	15.5	90.9	77.4
Oregon e/	16,359	19,651	16,359	19,651	20.1	100.0	100.0
Pennsylvania	c/	c/	c/	c/	--	--	--
Rhode Island	7,839	8,079	7,839	8,079	3.1	100.0	100.0
South Carolina	1,502	1,965	1,306	1,782	36.4	87.0	90.7
South Dakota	4,527	3,848	2,448	2,234	-8.7	54.1	58.1
Tennessee	2,731	3,450	2,598	3,136	20.7	95.1	90.9
Texas	343,356	421,372	312,095	396,717	27.1	90.9	94.1
Utah	24,447	21,364	10,068	18,879	87.5	41.2	88.4
Vermont	714	848	360	496	37.8	50.4	58.5
Virginia	c/	c/	c/	c/	--	--	--
Washington	32,339	30,461	32,339	28,363	-12.3	100.0	93.1
West Virginia	c/	c/	c/	c/	--	--	--
Wisconsin	14,243	17,185	12,547	13,953	11.2	88.1	81.2
Wyoming	1,952	1,938	930	750	-19.4	47.6	38.7
Total U.S. and D.C.	2,507,776	2,760,822	2,085,152	2,274,021	9.1	83.1	82.4
American Samoa	12,441	12,360	5,847	5,809	-0.6	47.0	47.0
Guam	c/	c/	c/	c/	--	c/	--
Marshall Islands	c/	10,746	c/	3,030	--	c/	28.2
Micronesia	c/	32,249	c/	32,249	--	c/	100.0
Northern Marianas	7,632	7,570	5,448	6,501	19.3	71.4	85.9
Palau	2,175	2,143	1,588	2,000	25.9	73.0	93.3
Puerto Rico f/	32,119	149,824	4,875	12,728	161.1	15.2	8.5
Virgin Islands c/	1,282	4,749	1,028	2,030	97.5	80.2	42.7
Total U.S., D.C., and Territories	2,563,425	2,980,463	2,103,938	2,338,368	11.1	82.1	78.5

a/ Percentage was calculated based on totals from only those states responding to this data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B6
(3 of 3)

NONPUBLIC ONLY: LEP Students Enrolled in Special Programs to Meet Their Educational Needs, by State: 1992-93 and 1993-94

State	Nonpublic LEP Enrollment		Nonpublic LEP Enrolled in Special Programs			Percent Nonpublic LEP in Special Programs	
	1992-93	1993-94	1992-93	1993-94	% Change a/	1992-93 b/	1993-94 b/
Alabama	d/	d/	d/	d/	--	--	--
Alaska	0	d/	0	d/	--	0.0	--
Arizona	7,733	4,402	2,518	1,081	-57.1	32.6	24.6
Arkansas	d/	d/	d/	d/	--	--	--
California	d/	d/	d/	d/	--	--	--
Colorado	d/	d/	d/	d/	--	--	--
Connecticut	d/	d/	0	d/	--	0.0	--
Delaware	146	114	0	0	0.0	0.0	0.0
District of Columbia	512	49	94	17	-81.9	18.4	34.7
Florida	d/	d/	d/	[illegible]	--	--	--
Georgia	240	146	0	0	0.0	0.0	0.0
Hawaii	79	140	0	140	--	0.0	100.0
Idaho	20	35	20	35	75.0	100.0	100.0
Illinois	d/	d/	0	d/	--	0.0	--
Indiana	d/	d/	d/	d/	--	--	--
Iowa	237	159	30	28	-6.7	12.7	17.6
Kansas	d/	d/	d/	d/	--	--	--
Kentucky	80	99	11	12	9.1	13.8	12.1
Louisiana	12	38	2	19	850.0	16.7	50.0
Maine	107	123	76	83	9.2	71.0	67.5
Maryland	643	385	437	309	-29.3	68.0	80.3
Massachusetts	3,825	404	213	0	-100.0	5.6	0.0
Michigan	d/	d/	d/	d/	--	--	--
Minnesota	d/	d/	d/	d/	--	--	--
Mississippi	1,331	1,349	832	d/	--	62.5	--
Missouri	561	383	161	2	-98.8	28.7	0.5
Montana	476	315	98	249	154.1	20.6	79.0
Nebraska	141	171	26	127	388.5	18.4	74.3
Nevada	70	74	48	47	-2.1	68.6	63.5
New Hampshire	162	56	105	35	-66.7	64.8	62.5
New Jersey	3,054	3,491	d/	d/	--	--	--
New Mexico	d/	d/	d/	d/	--	--	--
New York	21,246	24,661	2,213	7,473	237.7	10.4	30.3
North Carolina	33	20	33	20	-39.4	100.0	100.0
North Dakota	1,817	1,551	381	329	-13.6	21.0	21.2
Ohio	821	932	436	359	-17.7	53.1	38.5
Oklahoma	346	394	67	40	-40.3	19.4	10.2
Oregon	d/	d/	d/	d/	--	--	--
Pennsylvania	c/	c/	c/	c/	--	--	--
Rhode Island	511	450	0	d/	--	0.0	--
South Carolina	92	71	83	56	-32.5	90.2	78.9
South Dakota	3,670	1,590	2,529	293	-88.4	68.9	18.4
Tennessee	39	83	24	59	145.8	61.5	71.1
Texas	1,559	1,305	1,559	1,305	-16.3	100.0	100.0
Utah	0	0	0	0	0.0	0.0	0.0
Vermont	9	11	3	0	-100.0	33.3	0.0
Virginia	c/	c/	c/	c/	--	--	--
Washington	519	166	d/	102	--	--	61.4
West Virginia	c/	c/	c/	c/	--	--	--
Wisconsin	545	492	118	250	111.9	21.7	50.8
Wyoming	75	75	50	20	-60.0	66.7	26.7
Total U.S. and D.C.	50,711	43,734	12,167	12,490	2.7	24.0	28.6
American Samoa	1,531	1,585	919	951	3.5	60.0	60.0
Guam	c/	c/	c/	c/	--	c/	--
Marshall Islands	c/	5,009	c/	30	--	c/	0.6
Micronesia	c/	3,761	c/	3,761	--	c/	100.0
Northern Marianas	1,932	1,776	0	d/	--	0.0	--
Palau	648	576	259	258	-0.4	40.0	44.8
Puerto Rico f/	2,500	d/	0	d/	--	0.0	--
Virgin Islands c/	0	1,018	0	0	0.0	0.0	0.0
Total U.S., D.C., and Territories	57,322	57,459	13,345	17,490	31.1	23.3	30.4

a/ Percentage was calculated based on totals from only those states responding to this data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B7

Public LEP Students Who Could Benefit From, but are not Enrolled in, Special Programs to Meet Their Educational Needs, by State: 1992-93 and 1993-94

State	Public LEP Enrollment 1992-93	Public LEP Enrollment 1993-94	Public LEP Not in Special Programs 1992-93	Public LEP Not in Special Programs 1993-94	% Change a/	Percent Public LEP Not Enrolled in Special Programs 1992-93 b/	Percent Public LEP Not Enrolled in Special Programs 1993-94 b/
Alabama	2,332	3,214	71	34	-52.1	3.0	1.1
Alaska	13,489	26,812	0	13,427	--	0.0	50.1
Arizona	75,910	90,609	2,647	8,385	216.8	3.5	9.3
Arkansas	3,423	4,002	1,921	0	-100.0	56.1	0.0
California	1,151,819	1,215,218	257,863	322,748	25.2	22.4	26.6
Colorado	24,878	26,203	7,562	5,141	-32.0	30.4	19.6
Connecticut	17,637	21,020	4,740	7,207	52.0	26.9	34.3
Delaware	1,701	1,470	622	330	-46.9	36.6	22.4
District of Columbia	4,620	4,449	100	104	4.0	2.2	2.3
Florida	130,131	144,731	10,610	0	--	8.2	0.0
Georgia	9,803	11,731	2,474	3,191	29.0	25.2	27.2
Hawaii	11,172	11,621	0	0	0.0	0.0	0.0
Idaho	4,596	6,848	37	1,206	3,159.5	0.8	17.6
Illinois	94,471	99,637	0	459	--	0.0	0.5
Indiana	5,017	5,342	3,250	3,058	-5.9	64.8	57.2
Iowa	4,319	5,184	366	570	55.7	8.5	11.0
Kansas	6,900	6,900	303	303	0.0	4.4	4.4
Kentucky	1,658	2,108	250	429	71.6	15.1	20.4
Louisiana	5,878	6,239	645	509	-21.1	11.0	8.2
Maine	1,713	1,763	506	286	-43.5	29.5	16.2
Maryland	12,076	13,951	0	0	0.0	0.0	0.0
Massachusetts	41,580	43,690	2,944	5,405	83.6	7.1	12.4
Michigan	37,272	45,163	16,564	21,999	32.8	44.4	48.7
Minnesota	17,979	20,108	2,308	2,822	22.3	12.8	14.0
Mississippi	1,891	1,910	575	829	44.2	30.4	43.4
Missouri	3,804	4,382	99	2,069	1,989.9	2.6	47.2
Montana	7,341	7,950	4,101	4,528	10.4	55.9	57.0
Nebraska	2,462	3,543	1,257	576	-54.2	50.6	16.3
Nevada	11,970	14,296	523	383	-26.8	4.4	2.7
New Hampshire	842	1,070	326	297	-8.5	39.0	27.8
New Jersey	46,573	49,670	0	0	0.0	0.0	0.0
New Mexico	83,771	79,829	16,743	15,237	-9.0	20.0	19.1
New York	173,347	191,787	23,528	11,279	-52.1	13.6	5.9
North Carolina	8,867	12,408	2,299	4,181	81.9	25.9	33.7
North Dakota	6,835	7,849	3,949	5,405	36.9	57.8	68.9
Ohio	10,304	11,695	1,275	2,359	85.0	12.4	20.2
Oklahoma	19,368	26,259	1,756	5,925	237.4	9.1	22.6
Oregon e/	16,359	19,651	c/	0	--	--	0.0
Pennsylvania	c/	c/	c/	c/	--	c/	--
Rhode Island	7,839	8,079	0	0	0.0	0.0	0.0
South Carolina	1,502	1,965	128	183	43.0	8.5	9.3
South Dakota	4,527	3,848	2,079	1,614	-22.4	45.9	41.9
Tennessee	2,731	3,450	133	314	136.1	4.9	9.1
Texas	343,356	421,372	31,261	24,655	-21.1	9.1	5.9
Utah	24,447	21,364	14,279	2,465	-82.8	58.4	11.6
Vermont	714	848	354	352	-0.6	49.6	41.5
Virginia	c/	c/	c/	c/	--	c/	--
Washington	32,339	30,461	0	2,098	--	0.0	6.9
West Virginia	c/	c/	c/	c/	--	c/	--
Wisconsin	14,243	17,185	1,696	3,232	90.6	11.9	18.8
Wyoming	1,962	1,938	956	1,188	24.3	49.0	61.3
Total U.S. and D.C.	2,507,776	2,760,822	423,102	486,801	15.1	16.9	17.6
American Samoa	12,441	12,380	6,477	6,551	1.1	52.1	53.0
Guam	c/	c/	c/	c/	--	--	--
Marshall Islands	c/	10,746	c/	7,718	--	--	71.8
Micronesia	c/	32,249	c/	0	--	--	--
Northern Marianas	7,832	7,570	3,483	1,069	-69.3	45.6	14.1
Palau	2,175	2,143	587	143	-75.6	27.0	6.7
Puerto Rico f/	32,119	149,824	27,244	137,096	403.2	84.8	91.5
Virgin Islands	1,282	4,749	1,561	2,719	74.2	121.8	57.3
Total U.S., D.C., and Territories	2,563,425	2,980,483	462,454	642,095	38.8	18.0	21.5

a/ Percentage was calculated based on totals from only those states responding to the data item for both years.
b/ Percentage was calculated based on totals from only those states responding to both data items.
c/ SEA did not participate.
d/ Data not reported.
e/ The LEP count for Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ Puerto Rico has responded with numbers of Limited Spanish Proficient (LSP) students.

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Table B8
(1 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in Chapter 1		Percent in Chapter 1		Number in Migrant		Percent in Migrant	
	1992-93	1993-94	1992-93 a/	1993-94 a/	1992-93	1993-94	1992-93 a/	1993-94 a/
Alabama	b/	b/	--	--	b/	b/	--	--
Alaska	1,298	1,415	10.0	5.3	1,218	2,416	9.0	9.0
Arizona	15,938	15,581	19.0	16.4	8,265	7,049	10.0	7.4
Arkansas	144	b/	4.0	--	3,068	3,402	90.0	85.0
California	471,263	542,316	41.0	44.6	111,844	166,679	10.0	13.7
Colorado	1,978	2,341	8.0	8.9	1,687	2,931	7.0	11.2
Connecticut	9,568	7,812	54.0	37.2	2,550	5,000	14.0	23.8
Delaware	278	292	15.0	18.4	178	242	10.0	15.3
District of Columbia	2,629	1,978	51.0	44.0	150	b/	3.0	--
Florida	17,806	22,740	14.0	15.7	4,342	6,425	3.0	4.4
Georgia	1,000	1,307	10.0	11.0	549	b/	5.0	--
Hawaii	0	0	0.0	0.0	0	0	0.0	0.0
Idaho	2,273	1,354	49.0	19.7	2,669	2,498	58.0	36.3
Illinois	1,968	395	2.0	0.4	1,166	811	1.0	0.8
Indiana	652	714	13.0	13.4	136	778	3.0	14.6
Iowa	396	396	9.0	7.4	525	525	12.0	9.8
Kansas	1,869	829	27.0	12.0	2,869	2,880	42.0	41.7
Kentucky	336	333	19.0	15.1	55	119	3.0	5.4
Louisiana	340	746	6.0	11.9	1,355	1,512	23.0	24.1
Maine	241	338	13.0	17.9	117	413	6.0	21.9
Maryland	2,007	2,603	16.0	18.2	46	43	0.0	0.3
Massachusetts	7,413	12,054	16.0	27.3	8,546	5,474	19.0	12.4
Michigan	b/	b/	--	--	25,408	4,516	68.0	10.0
Minnesota	2,877	4,176	16.0	20.8	676	394	4.0	2.0
Mississippi	1,544	280	48.0	8.6	510	645	16.0	19.8
Missouri	101	b/	2.0	--	41	b/	1.0	--
Montana	1,116	1,702	14.0	20.6	216	294	3.0	3.6
Nebraska	0	654	0.0	17.6	0	104	0.0	2.8
Nevada	b/	0	--	0.0	b/	553	--	3.8
New Hampshire	141	88	14.0	7.8	0	0	0.0	0.0
New Jersey	6,691	16,516	13.0	31.1	300	2,564	1.0	4.8
New Mexico	11,627	14,049	14.0	17.6	3,800	2,090	5.0	2.6
New York	66,031	62,871	34.0	29.0	b/	2,061	--	1.0
North Carolina	b/	1,143	--	9.2	b/	2,087	--	16.8
North Dakota	650	767	8.0	8.2	0	0	0.0	0.0
Ohio	2,329	1,587	21.0	12.6	245	291	2.0	2.3
Oklahoma	3,881	6,416	20.0	24.1	598	626	3.0	2.3
Oregon e/	0	b/	0.0	--	1,300	5,000	8.0	25.4
Pennsylvania	c/	c/	--	--	c/	c/	--	--
Rhode Island	0	0	0.0	0.0	329	332	4.0	3.9
South Carolina	107	215	7.0	10.6	13	4	1.0	0.2
South Dakota	4,778	b/	58.0	--	20	156	0.0	2.9
Tennessee	390	440	14.0	12.5	0	47	0.0	1.3
Texas	143,673	203,016	42.0	48.0	32,490	93,957	9.0	22.2
Utah	2,206	2,074	9.0	9.7	597	650	2.0	3.0
Vermont	119	145	16.0	16.9	0	0	0.0	0.0
Virginia	c/	c/	--	--	c/	c/	--	--
Washington	4,032	5,345	12.0	17.5	8,527	6,861	26.0	22.4
West Virginia	c/	c/	--	--	c/	c/	--	--
Wisconsin	1,375	3,135	9.0	17.7	233	306	2.0	1.7
Wyoming	341	266	17.0	13.2	15	40	1.0	2.0
Total U.S. and D.C.	793,406	940,429	31.0	33.5	226,653	332,775	9.0	11.9
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	--	--	c/	c/	--	--
Marshall Islands	c/	0	--	0.0	c/	0	--	0.0
Micronesia	c/	b/	--	--	c/	b/	--	--
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	1,588	2,258	56.0	83.0	0	0	0.0	0.0
Puerto Rico d/	b/	b/	--	--	b/	b/	--	--
Virgin Islands	b/	b/	--	--	b/	b/	--	--
Total U.S., D.C., And Territories	794,994	942,687	29.1	31.0	226,653	332,775	8.3	11.0

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

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Table B8
(2 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in Even Start		Percent in Even Start		Number Emergency Immigrant		Percent Emergency Immigrant	
	1992-93	1993-94	1992-93 a/	1993-94 a/	1992-93	1993-94	1992-93 a/	1993-94 a/
Alabama	b/	b/	--	--	0	0.0	0.0	0.0
Alaska	42	15	0.3	0.1	0	0	0.0	0.0
Arizona	80	40	0.1	0.0	16,001	18,150	19.1	19.1
Arkansas	b/	0	--	0.0	0	0	0.0	0.0
California	b/	b/	--	--	338,479	338,479	29.4	27.9
Colorado	0	0	0.0	0.0	3,465	4,144	13.9	15.8
Connecticut	b/	0	--	0.0	b/	2,932	--	13.9
Delaware	8	0	0.4	0.0	0	0	0.0	0.0
District of Columbia	137	234	2.7	5.2	3,754	2,739	73.1	60.9
Florida	2,894	b/	2.2	--	33,510	47,034	25.8	32.5
Georgia	0	0	0.0	0.0	4,215	4,659	42.0	39.2
Hawaii	0	0	0.0	0.0	3,162	3,489	28.1	29.7
Idaho	58	30	1.3	0.4	754	2,778	16.3	40.4
Illinois	b/	389	--	0.4	39,074	45,595	41.4	45.8
Indiana	0	0	0.0	0.0	0	0	0.0	0.0
Iowa	2	2	0.0	0.0	539	1,244	11.8	23.3
Kansas	9	220	0.1	3.2	b/	2,180	--	31.6
Kentucky	0	1	0.0	0.0	0	0	0.0	0.0
Louisiana	0	5	0.0	0.1	2,897	2,294	49.2	36.5
Maine	0	0	0.0	0.0	252	297	13.8	15.7
Maryland	1	33	0.0	0.2	6,484	6,565	51.0	45.8
Massachusetts	67	150	0.1	0.3	16,837	17,000	37.1	38.6
Michigan	1,907	1,907	5.1	4.2	3,984	3,36-	10.7	8.8
Minnesota	67	35	0.4	0.2	1,301	3,590	7.2	17.9
Mississippi	4	20	0.1	0.6	0	0	0.0	0.0
Missouri	0	b/	0.0	--	711	b/	16.3	--
Montana	39	1	0.5	0.0	143	162	1.8	2.0
Nebraska	0	b/	0.0	--	559	1,045	21.3	28.1
Nevada	b/	0	--	0.0	b/	0	--	0.0
New Hampshire	0	17	0.0	1.5	0	0	0.0	0.0
New Jersey	235	2,753	0.5	5.2	19,830	21,819	40.0	41.0
New Mexico	177	200	0.2	0.3	6,330	7,890	7.6	9.9
New York	b/	468	--	0.2	113,387	130,424	58.3	60.3
North Carolina	b/	32	--	0.3	b/	26	--	0.2
North Dakota	0	0	0.0	0.0	315	544	3.6	5.8
Ohio	18	1	0.2	0.0	1,796	2,074	16.1	16.4
Oklahoma	2,347	44	11.9	0.2	1,266	1,253	6.4	4.7
Oregon e/	60	60	0.4	0.3	5,408	5,600	33.1	28.5
Pennsylvania	c/	c/	--	--	c/	c/	--	--
Rhode Island	21	29	0.3	0.3	8,727	7,975	104.5	93.5
South Carolina	0	0	0.0	0.0	0	0	0.0	0.0
South Dakota	300	21	3.7	0.4	0	0	0.0	0.0
Tennessee	0	0	0.0	0.0	1,620	694	58.5	19.6
Texas	b/	b/	--	--	45,578	43,264	13.2	10.2
Utah	0	b/	0.0	--	8,148	8,148	33.3	38.1
Vermont	0	0	0.0	0.0	0	168	0.0	19.6
Virginia	c/	c/	--	--	c/	c/	--	--
Washington	b/	120	--	0.4	13,565	14,689	41.3	48.0
West Virginia	c/	c/	--	--	c/	c/	--	--
Wisconsin	46	84	0.3	0.5	1,285	1,563	8.7	8.8
Wyoming	51	45	2.5	2.2	0	0	0.0	0.0
Total U.S. and D.C.	8,570	6,956	0.3	0.2	703,376	754,491	27.5	26.9
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	--	--	c/	c/	--	--
Marshall Islands	c/	0	--	0.0	c/	0	--	0.0
Micronesia	c/	b/	--	--	c/	0	--	0.0
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	0	0	0.0	0.0	0	0	0.0	0.0
Puerto Rico d/	b/	b/	--	--	b/	b/	--	--
Virgin Islands	b/	b/	--	--	2,449	2,030	191.0	35.2
Total U.S., D.C., And Territories	8,570	6,956	0.3	0.2	705,825	756,521	25.8	24.9

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from the analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

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Table B8
(3 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in Special Education		Percent in Special Education		Number Vocational Education		Percent Vocational Education	
	1992-93	1993-94	1992-93 a/	1993-94 a/	1992-93	1993-94	1992-93 a/	1993-94 a/
Alabama	b/	b/	--	--	b/	b/	--	--
Alaska	1,582	1,674	11.7	8.2	b/	4,027	--	15.0
Arizona	8,875	5,005	10.6	5.3	11,096	10,924	13.3	11.5
Arkansas	b/	60	--	1.5	550	776	16.1	19.4
California	67,222	78,816	5.8	6.5	b/	63,930	--	5.3
Colorado	167	407	0.7	1.8	0	0	0.0	0.0
Connecticut	2,916	610	16.5	2.9	b/	345	--	1.6
Delaware	162	160	8.8	10.1	298	375	16.1	23.7
District of Columbia	273	231	5.3	5.1	212	668	4.1	14.9
Florida	7,057	11,252	5.4	7.8	16,554	b/	12.7	--
Georgia	88	140	0.9	1.2	874	826	8.7	7.0
Hawaii	0	897	0.0	7.8	0	0	0.0	0.0
Idaho	275	441	6.0	6.4	764	0	16.6	0.0
Illinois	4,119	6,836	4.4	6.9	b/	7,297	--	7.3
Indiana	220	168	4.4	3.1	66	50	1.3	0.9
Iowa	82	143	1.8	2.7	316	395	6.9	7.4
Kansas	179	179	2.6	2.6	500	185	7.2	2.7
Kentucky	202	162	11.6	7.3	253	48	14.6	2.2
Louisiana	130	32	2.2	0.5	0	0	0.0	0.0
Maine	104	193	5.7	10.2	45	36	2.5	1.9
Maryland	179	273	1.4	1.9	550	484	4.3	3.4
Massachusetts	11,476	6,341	25.3	14.4	0	3,034	0.0	6.9
Michigan	b/	b/	--	--	b/	b/	--	--
Minnesota	911	1,268	5.1	6.4	b/	1,568	--	7.8
Mississippi	267	74	8.3	2.3	b/	42	--	1.3
Missouri	68	b/	1.6	--	75	b/	1.7	--
Montana	528	1,058	6.8	12.8	703	2,519	9.0	30.5
Nebraska	90	142	3.4	3.8	0	654	0.0	17.6
Nevada	b/	0	--	0.0	b/	0	--	0.0
New Hampshire	73	41	7.3	3.6	0	26	0.0	2.3
New Jersey	1,173	1,286	2.4	2.4	1,142	1,774	2.3	3.3
New Mexico	6,394	9,387	7.6	11.8	1,825	3,849	2.2	4.8
New York	9,661	10,691	5.0	4.9	b/	39,000	--	18.0
North Carolina	b/	358	--	2.9	b/	484	--	3.9
North Dakota	252	231	2.9	2.5	0	0	0.0	0.0
Ohio	485	538	4.4	4.3	233	184	2.1	1.5
Oklahoma	1,674	2,457	8.5	9.2	1,791	b/	9.1	--
Oregon e/	700	700	4.3	3.6	b/	b/	--	--
Pennsylvania	c/	c/	--	--	c/	c/	--	--
Rhode Island	307	330	3.7	3.9	150	125	1.8	1.5
South Carolina	28	47	1.8	2.3	0	0	0.0	0.0
South Dakota	946	1,031	11.5	19.0	0	427	0.0	7.9
Tennessee	51	121	1.8	3.4	1,913	1,048	69.1	29.7
Texas	31,261	34,209	9.1	8.1	27,371	28,184	7.9	6.7
Utah	543	1,000	2.2	4.7	0	b/	0.0	--
Vermont	78	71	10.8	8.3	1	9	0.1	1.0
Virginia	c/	c/	--	--	c/	c/	--	--
Washington	1,429	1,773	4.3	5.8	b/	2,057	--	6.7
West Virginia	c/	c/	--	--	c/	c/	--	--
Wisconsin	1,124	1,187	7.6	6.7	1,659	2,016	11.2	11.4
Wyoming	0	110	0.0	5.5	334	320	16.5	15.9
Total U.S. and D.C.	163,351	182,150	6.4	6.5	69,275	177,686	2.7	6.3
American Samoa	1,396	1,437	10.0	10.3	0	0	0.0	0.0
Guam	c/	c/	--	--	c/	c/	--	--
Marshall Islands	c/	660	--	4.2	c/	2,400	--	15.2
Micronesia	c/	3,332	--	9.3	c/	6,228	--	17.3
Northern Marianas	247	245	2.6	2.6	3,066	0	32.1	0.0
Palau	193	283	6.8	10.4	0	0	0.0	0.0
Puerto Rico d/	b/	b/	--	--	b/	b/	--	--
Virgin Islands	b/	b/	--	--	b/	b/	--	--
Total U.S., D.C., And Territories	165,187	188,107	6.0	6.2	72,341	186,314	2.6	6.1

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

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Table B8
(4 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in TBE		Percent in TBE		Number in DBE		Percent in DBE	
	1992-93	1993-94	1992-93 a/	1993-94 a/	1992-93	1993-94	1992-93 a/	1993-94 a/
Alabama	197	205	8.4	6.4	0	0	0.0	0.0
Alaska	210	b/	1.6	--	0	180	0.0	0.7
Arizona	7,826	10,263	9.4	10.8	57	634	0.1	0.7
Arkansas	288	0	8.4	0.0	0	0	0.0	0.0
California	118,576	109,828	10.3	9.0	4,037	3,842	0.4	0.3
Colorado	1,428	2,484	5.7	9.5	0	0	0.0	0.0
Connecticut	334	12,893	1.9	61.3	0	197	0.0	0.9
Delaware	0	442	0.0	27.9	0	0	0.0	0.0
District of Columbia	240	80	4.7	1.8	0	0	0.0	0.0
Florida	2,764	3,659	2.1	2.5	113	150	0.1	0.1
Georgia	0	0	0.0	0.0	0	0	0.0	0.0
Hawaii	493	293	4.4	2.5	0	0	0.0	0.0
Idaho	331	388	7.2	5.3	0	0	0.0	0.0
Illinois	2,160	3,762	2.3	3.8	600	600	0.6	0.6
Indiana	117	247	2.3	4.6	0	0	0.0	0.0
Iowa	512	520	11.2	9.7	0	0	0.0	0.0
Kansas	0	135	0.0	2.0	0	0	0.0	0.0
Kentucky	102	128	5.9	5.8	0	0	0.0	0.0
Louisiana	755	794	12.8	12.6	0	0	0.0	0.0
Maine	424	410	23.3	21.7	0	0	0.0	0.0
Maryland	0	0	0.0	0.0	0	0	0.0	0.0
Massachusetts	4,536	37,300	10.0	84.6	876	618	1.9	1.4
Michigan	1,911	b/	5.1	--	120	b/	0.3	--
Minnesota	4,038	0	22.5	0.0	0	0	0.0	0.0
Mississippi	0	0	0.0	0.0	0	0	0.0	0.0
Missouri	0	b/	0.0	--	760	7	17.4	0.1
Montana	1,938	1,754	24.8	21.2	0	0	0.0	0.0
Nebraska	182	134	6.9	3.6	0	0	0.0	0.0
Nevada	0	0	0.0	0.0	0	0	0.0	0.0
New Hampshire	0	0	0.0	0.0	0	0	0.0	0.0
New Jersey	119	144	0.2	0.3	0	77	0.0	0.1
New Mexico	8,032	4,979	9.6	6.2	0	0	0.0	0.0
New York	27,884	38,588	14.3	17.8	1,784	1,634	0.9	0.8
North Carolina	b/	286	--	2.3	b/	8	--	0.1
North Dakota	1,630	979	18.8	10.4	0	0	0.0	0.0
Ohio	307	261	2.8	2.1	0	0	0.0	0.0
Oklahoma	3,357	4,447	17.0	18.7	0	0	0.0	0.0
Oregon e/	2,500	2,700	15.3	13.7	240	300	1.5	1.5
Pennsylvania	c/	c/	--	--	c/	c/	--	--
Rhode Island	0	0	0.0	0.0	0	0	0.0	0.0
South Carolina	149	0	9.3	0.0	0	0	0.0	0.0
South Dakota	4,977	2,013	60.7	37.0	0	0	0.0	0.0
Tennessee	185	0	6.7	0.0	0	0	0.0	0.0
Texas	6,491	4,506	1.9	1.1	0	142	0.0	0.0
Utah	81	1,119	0.3	5.2	0	0	0.0	0.0
Vermont	0	0	0.0	0.0	0	0	0.0	0.0
Virginia	c/	c/	--	--	c/	c/	--	--
Washington	1,970	1,970	6.0	6.4	0	0	0.0	0.0
West Virginia	c/	c/	--	--	c/	c/	--	--
Wisconsin	0	0	0.0	0.0	0	0	0.0	0.0
Wyoming	441	192	21.8	9.5	0	0	0.0	0.0
Total U.S. and D.C.	207,485	247,882	8.1	8.8	8,587	8,389	0.3	0.3
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	--	--	c/	c/	--	--
Marshall Islands	c/	0	--	0.0	c/	0	--	0.0
Micronesia	c/	b/	--	--	c/	b/	--	--
Northern Marianas	0	0	0.0	0.0	0	0	0.0	0.0
Palau	468	1,039	16.6	38.2	0	0	0.0	0.0
Puerto Rico d/	b/	b/	--	--	b/	b/	--	--
Virgin Islands	b/	80	--	1.4	b/	b/	--	--
Total U.S., D.C., And Territories	207,953	249,001	7.9	8.2	8,587	8,389	0.3	0.3

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

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Table B8
(5 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in SAIP		Percent in SAIP		Number in Recent Arrivals		Percent in Recent Arrivals	
	1992-93	1993-94	1992-93 a/	1993-94 a/	1992-93	1993-94 f/	1992-93 a/	1993-94 a/ f/
Alabama	1,087	1,095	46.6	34.1	0	0	0.0	0.0
Alaska	278	721	2.1	2.7	0	b/	0.0	--
Arizona	7,133	4,946	8.5	5.2	b/	b/	--	--
Arkansas	0	0	0.0	0.0	0	b/	0.0	--
California	32,309	34,407	2.8	2.8	12,654	11,276	1.1	0.9
Colorado	972	1,070	3.9	4.1	378	b/	1.5	--
Connecticut	0	1,124	0.0	5.3	0	b/	0.0	--
Delaware	0	0	0.0	0.0	0	b/	0.0	--
District of Columbia	1,295	931	25.2	20.7	0	0	0.0	0.0
Florida	544	720	0.4	0.5	b/	b/	--	--
Georgia	200	320	2.0	2.7	0	b/	0.0	--
Hawaii	880	200	7.8	1.7	0	b/	0.0	--
Idaho	206	190	4.5	2.8	0	b/	0.0	--
Illinois	2,315	1,684	2.5	1.7	0	b/	0.0	--
Indiana	0	52	0.0	1.0	0	b/	0.0	--
Iowa	387	387	8.5	7.2	0	0	0.0	0.0
Kansas	988	986	14.3	14.3	0	b/	0.0	--
Kentucky	140	174	8.1	7.9	40	b/	2.3	--
Louisiana	1,058	918	18.0	14.6	38	b/	0.6	--
Maine	621	590	34.1	31.3	0	b/	0.0	--
Maryland	939	1,037	7.4	7.2	0	b/	0.0	--
Massachusetts	467	0	1.0	0.0	0	b/	0.0	--
Michigan	6,036	b/	16.2	--	0	b/	0.0	--
Minnesota	185	3,709	1.0	18.4	0	b/	0.0	--
Mississippi	955	115	29.6	3.5	0	b/	0.0	--
Missouri	77	b/	1.8	--	0	b/	0.0	--
Montana	428	1,114	5.5	13.5	0	b/	0.0	--
Nebraska	23	240	0.9	6.5	0	b/	0.0	--
Nevada	0	288	0.0	2.0	0	b/	0.0	--
New Hampshire	265	148	26.4	13.1	0	b/	0.0	--
New Jersey	150	0	0.3	0.0	0	b/	0.0	--
New Mexico	1,507	1,285	1.8	.6	0	b/	0.0	--
New York	6,610	5,829	3.4	2.7	b/	b/	--	--
North Carolina	b/	0	--	0.0	b/	b/	--	--
North Dakota	420	253	4.9	2.7	0	b/	0.0	--
Ohio	170	180	1.5	1.4	0	b/	0.0	--
Oklahoma	3,286	2,960	16.7	11.1	0	b/	0.0	--
Oregon e/	900	1,200	5.5	6.1	0	b/	0.0	--
Pennsylvania	c/	c/	--	--	c/	c/	--	--
Rhode Island	700	700	8.4	8.2	120	b/	1.4	--
South Carolina	0	0	0.0	0.0	0	0	0.0	0.0
South Dakota	0	282	0.0	5.2	0	b/	0.0	--
Tennessee	0	0	0.0	0.0	0	b/	0.0	--
Texas	2,935	858	0.9	0.2	0	b/	0.0	--
Utah	578	532	2.4	2.5	82	0	0.3	0.0
Vermont	0	0	0.0	0.0	0	b/	0.0	--
Virginia	c/	c/	--	--	c/	c/	--	--
Washington	1,781	1,781	5.4	5.8	0	b/	0.0	--
West Virginia	c/	c/	--	--	c/	c/	--	--
Wisconsin	0	0	0.0	0.0	0	b/	0.0	--
Wyoming	209	219	10.3	10.9	0	b/	0.0	--
Total U.S. and D.C.	79,034	73,245	3.1	2.6	13,312	11,276	0.5	0.4
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	--	--	c/	c/	--	--
Marshall Islands	c/	0	--	0.0	c/	b/	--	--
Micronesia	c/	b/	--	--	c/	b/	--	--
Northern Marianas	0	0	0.0	0.0	0	b/	0.0	--
Palau	680	470	24.1	17.3	0	0	0.0	0.0
Puerto Rico d/	b/	b/	--	--	b/	b/	--	--
Virgin Islands	b/	b/	--	--	b/	b/	--	--
Total U.S., D.C., And Territories	79,714	73,715	2.9	2.4	13,312	11,276	0.5	0.4

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ The 1993-94 SEA report form did not request data for the Recent Arrivals or Magnet Schools programs. However, eight states did provide data on this program.

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Table B8
(6 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in Magnet		Percent in Magnet Schools		Number Family English Literacy		Percent Family English Literacy	
	1992-93	1993-94 f/	1992-93 a/	1993-94 a/ f/	1992-93	1993-94	1992-93 a/	1993-94 a/
Alabama	0	0	0.0	0.0	0	0	0.0	0.0
Alaska	0	b/	0.0	--	0	189	0.0	0.7
Arizona	0	b/	0.0	--	85	138	0.1	0.1
Arkansas	0	b/	0.0	--	0	0	0.0	0.0
California	0	0	0.0	0.0	6,131	5,249	0.5	0.4
Colorado	0	b/	0.0	--	425	0	1.7	0.0
Connecticut	0	b/	0.0	--	0	0	0.0	0.0
Delaware	0	b/	0.0	--	0	0	0.0	0.0
District of Columbia	0	0	0.0	0.0	0	0	0.0	0.0
Florida	b/	b/	--	--	189	250	0.1	0.2
Georgia	0	b/	0.0	--	0	0	0.0	0.0
Hawaii	0	b/	0.0	--	0	22	0.0	0.2
Idaho	0	b/	0.0	--	0	0	0.0	0.0
Illinois	0	b/	0.0	--	60	0	0.1	0.0
Indiana	0	b/	0.0	--	0	0	0.0	0.0
Iowa	0	0	0.0	0.0	0	0	0.0	0.0
Kansas	0	b/	0.0	--	0	0	0.0	0.0
Kentucky	0	b/	0.0	--	0	0	0.0	0.0
Louisiana	72	b/	1.2	--	0	0	0.0	0.0
Maine	0	b/	0.0	--	0	0	0.0	0.0
Maryland	0	b/	0.0	--	0	0	0.0	0.0
Massachusetts	0	b/	0.0	--	0	0	0.0	0.0
Michigan	120	b/	0.3	--	150	b/	0.4	--
Minnesota	0	b/	0.0	--	0	0	0.0	0.0
Mississippi	0	b/	0.0	--	0	0	0.0	0.0
Missouri	0	b/	0.0	--	0	b/	0.0	--
Montana	0	b/	0.0	--	0	0	0.0	0.0
Nebraska	0	b/	0.0	--	0	0	0.0	0.0
Nevada	0	b/	0.0	--	0	0	0.0	0.0
New Hampshire	0	b/	0.0	--	0	0	0.0	0.0
New Jersey	0	b/	0.0	--	0	0	0.0	0.0
New Mexico	0	b/	0.0	--	0	0	0.0	0.0
New York	b/	b/	--	--	845	490	0.4	0.2
North Carolina	b/	b/	--	--	b/	29	--	0.2
North Dakota	0	b/	0.0	--	0	0	0.0	0.0
Ohio	0	b/	0.0	--	0	0	0.0	0.0
Oklahoma	0	b/	0.0	--	34	2	0.2	0.0
Oregon e/	0	b/	0.0	--	0	0	0.0	0.0
Pennsylvania	c/	c/	--	--	c/	c/	--	--
Rhode Island	300	b/	3.6	--	0	0	0.0	0.0
South Carolina	0	0	0.0	0.0	0	0	0.0	0.0
South Dakota	0	b/	0.0	--	0	9	0.0	0.2
Tennessee	0	b/	0.0	--	0	0	0.0	0.0
Texas	0	b/	0.0	--	212	100	0.1	0.0
Utah	164	0	0.7	0.0	0	0	0.0	0.0
Vermont	0	b/	0.0	--	0	0	0.0	0.0
Virginia	c/	c/	--	--	c/	c/	--	--
Washington	0	b/	0.0	--	350	350	1.1	1.1
West Virginia	c/	c/	--	--	c/	c/	--	--
Wisconsin	0	b/	0.0	--	0	0	0.0	0.0
Wyoming	0	b/	0.0	--	0	0	0.0	0.0
Total U.S. and D.C.	656	0	0.0	0.0	8,481	6,828	0.3	0.2
American Samoa	0	0	0.0	0.0	0	0	0.0	0.0
Guam	c/	c/	--	--	c/	0	--	--
Marshall Islands	c/	b/	--	--	c/	0	--	0.0
Micronesia	c/	b/	--	--	c/	b/	--	--
Northern Marianas	0	b/	0.0	--	0	0	0.0	0.0
Palau	0	0	0.0	0.0	0	0	0.0	0.0
Puerto Rico d/	b/	b/	--	--	b/	b/	--	--
Virgin Islands	b/	b/	--	--	b/	b/	--	--
Total U.S., D.C., And Territories	656	0	0.0	0.0	8,481	6,828	0.3	0.2

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from the analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.
f/ The 1993-94 SEA report form did not request data for the Recent Arrivals or Magnet Schools programs. However, eight states did provide data on the program.

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Table B8
(7 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in Special Populations		Percent in Special Populations	
	1992-93	1993-94	1992-93 a/	1993-94 a/
Alabama	0	0	0.0	0.0
Alaska	0	0	0.0	0.0
Arizona	0	28	0.0	0.0
Arkansas	0	0	0.0	0.0
California	1,587	1,151	0.1	0.1
Colorado	80	0	0.3	0.0
Connecticut	0	0	0.0	0.0
Delaware	0	0	0.0	0.0
District of Columbia	0	b/	0.0	--
Florida	45	60	0.0	0.0
Georgia	0	0	0.0	0.0
Hawaii	0	0	0.0	0.0
Idaho	0	0	0.0	0.0
Illinois	0	163	0.0	0.2
Indiana	0	0	0.0	0.0
Iowa	0	0	0.0	0.0
Kansas	0	0	0.0	0.0
Kentucky	0	0	0.0	0.0
Louisiana	0	49	0.0	0.8
Maine	40	40	2.2	2.1
Maryland	2	0	0.0	0.0
Massachusetts	0	0	0.0	0.0
Michigan	0	b/	0.0	--
Minnesota	0	0	0.0	0.0
Mississippi	53	22	1.6	0.7
Missouri	0	b/	0.0	--
Montana	210	310	2.7	3.8
Nebraska	0	0	0.0	0.0
Nevada	0	0	0.0	0.0
New Hampshire	0	0	0.0	0.0
New Jersey	0	0	0.0	0.0
New Mexico	0	600	0.0	0.8
New York	910	243	0.5	0.1
North Carolina	b/	15	--	0.1
North Dakota	0	0	0.0	0.0
Ohio	0	0	0.0	0.0
Oklahoma	326	144	1.7	0.5
Oregon e/	450	30	2.8	0.2
Pennsylvania	c/	c/	--	--
Rhode Island	0	0	0.0	0.0
South Carolina	0	0	0.0	0.0
South Dakota	0	4	0.0	0.1
Tennessee	0	0	0.0	0.0
Texas	612	0	0.2	0.0
Utah	0	0	0.0	0.0
Vermont	0	0	0.0	0.0
Virginia	c/	c/	--	--
Washington	0	0	0.0	0.0
West Virginia	c/	c/	--	--
Wisconsin	0	0	0.0	0.0
Wyoming	93	0	4.6	0.0
Total U.S. and D.C.	4,408	2,859	0.2	0.1
American Samoa	0	0	0.0	0.0
Guam	c/	c/	--	--
Marshall Islands	c/	0	--	0.0
Micronesia	c/	b/	--	--
Northern Marianas	9,564	b/	100.0	--
Palau	0	0	0.0	0.0
Puerto Rico d/	b/	b/	--	--
Virgin Islands	b/	b/	--	--
Total U.S., D.C., And Territories	13,972	2,859	0.5	0.1

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

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Table B8
(8 of 8)

Number and Percentage of LEP Students Served by Federal Programs, by State and Type of Program: 1992-93 and 1993-94

State	Number in State Bilingual		Percent in State Bilingual		Number in State ESL only		Percent in State ESL only	
	1992-93	1993-94	1992-93 a/	1993-94 a/	1992-93	1993-94	1992-93 a/	1993-94 a/
Alabama	b/	b/	--	--	0	0	0.0	0.0
Alaska	13,489	2,887	100.0	10.8	0	2,787	0.0	10.4
Arizona	30,022	26,010	35.9	27.4	46,713	51,578	55.8	54.3
Arkansas	0	0	0.0	0.0	1,220	1,800	35.6	45.0
California	728,959	717,394	63.3	59.0	164,997	175,076	14.3	14.4
Colorado	4,937	7,993	19.8	30.5	11,359	13,069	45.7	49.9
Connecticut	13,220	12,893	75.0	61.3	2,170	b/	12.3	--
Delaware	400	442	21.7	27.9	0	598	0.0	37.8
District of Columbia	2,137	317	41.6	7.0	2,383	4,036	46.4	89.7
Florida d/	119,520	b/	91.8	--	119,520	144,731	91.8	100.0
Georgia	0	36	0.0	0.3	7,329	8,540	73.0	71.9
Hawaii	11,172	6,624	99.3	56.3	0	4,997	0.0	42.5
Idaho	0	0	0.0	0.0	4,559	5,642	98.8	82.0
Illinois	72,694	76,926	76.9	77.2	23,396	22,252	24.8	22.3
Indiana	445	295	8.9	5.5	831	1,073	16.6	20.1
Iowa	421	0	9.2	0.0	3,238	3,564	71.1	66.7
Kansas	415	415	6.0	6.0	5,151	5,151	74.7	74.7
Kentucky	216	251	12.4	11.4	993	1,159	57.1	52.5
Louisiana	30	0	0.5	0.0	3,355	356	57.0	5.7
Maine	7	3	0.4	0.2	27	30	1.5	1.6
Maryland	45	42	0.4	0.3	11,540	10,056	90.7	70.1
Massachusetts	38,636	38,285	85.1	86.8	b/	b/	--	--
Michigan	20,708	22,467	55.6	49.7	b/	0	--	0.0
Minnesota	4,431	3,210	24.6	16.0	11,240	14,076	62.5	70.0
Mississippi	0	89	0.0	2.7	0	231	0.0	7.1
Missouri	0	0	0.0	0.0	2,033	1,437	46.6	30.2
Montana	0	368	0.0	4.5	65	125	0.8	1.5
Nebraska	101	192	3.9	5.2	1,148	866	43.8	23.3
Nevada	1,661	3,289	13.8	22.9	3,946	2,993	32.8	20.8
New Hampshire	0	0	0.0	0.0	619	502	61.7	44.6
New Jersey	b/	39,970	0.2	75.2	b/	8,935	--	16.8
New Mexico	61,570	45,311	73.5	56.8	1,984	465	2.4	0.6
New York	b/	180,509	--	83.4	b/	0	--	0.0
North Carolina	b/	0	--	0.0	b/	4,116	--	33.1
North Dakota	0	0	0.0	0.0	100	400	1.2	4.3
Ohio	2,909	3,703	26.1	29.3	4,040	3,612	36.3	28.6
Oklahoma	1,850	2,029	9.4	7.6	2,347	3,373	11.9	12.7
Oregon e/	b/	250	--	1.3	b/	19,401	--	98.7
Pennsylvania	c/	c/	--	--	c/	c/	--	--
Rhode Island	1,647	1,372	19.7	16.1	6,192	6,462	74.2	75.8
South Carolina	0	9	0.0	0.4	748	1,348	46.9	66.2
South Dakota	b/	13	--	0.2	0	3	0.0	0.1
Tennessee	185	0	6.7	0.0	2,585	3,195	93.3	90.4
Texas	172,924	206,693	50.1	48.9	139,801	155,815	40.5	36.9
Utah	571	6,180	2.3	28.9	3,135	0	12.8	0.0
Vermont	0	0	0.0	0.0	162	496	22.4	57.7
Virginia	c/	c/	--	--	c/	c/	--	--
Washington	0	16,000	0.0	52.2	0	22,266	0.0	72.7
West Virginia	c/	c/	--	--	c/	c/	--	--
Wisconsin	5,594	6,300	37.8	35.6	6,942	9,393	46.9	53.1
Wyoming	0	0	0.0	0.0	110	75	5.4	3.7
Total U.S. and D.C.	1,310,916	1,428,767	51.2	50.9	595,978	716,080	23.3	25.5
American Samoa	0	0	0.0	0.0	4,987	4,983	35.7	35.7
Guam	c/	c/	--	--	c/	c/	--	--
Marshall Islands	c/	b/	--	--	c/	b/	--	--
Micronesia	c/	b/	--	--	c/	36,010	--	100.0
Northern Marianas	4,204	6,501	44.0	69.6	0	0	0.0	0.0
Palau	0	b/	0.0	--	0	b/	0.0	--
Puerto Rico	4,875	b/	3.3	--	0	b/	0.0	--
Virgin Islands	792	1,870	61.8	32.4	236	130	18.4	2.3
Total U.S., D.C., And Territories	1,320,787	1,437,138	48.3	47.3	601,201	757,203	22.0	0.0

a/ Percentage was calculated based on totals from only those states responding to the specific data item and the total LEP enrollment.
b/ Data not reported.
c/ SEA did not participate.
d/ Puerto Rico reported total participation counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.
e/ The LEP count in Oregon is for LEP participating and is therefore an undercount of the actual LEP in the state.

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Appendix C

Data Notes

The following are explanations from SEAs on changes in 1992-93 data and large increases/decreases between 1992-93 and 1993-94.

Alabama

Fluctuations in LEP Student data explained by:

Very few LEAs in Alabama qualify for federal assistance to serve LEP students. However, more Hispanic migrant farm workers are entering the state than ever before.

Mobile County, located on the gulf, continues to have an increasing influx of refugees mostly Vietnamese and Cambodians.

Alaska

Fluctuations in LEP Student data explained by:

Title VII, Sec.75.01 (1)(C) allow for services to Alaska Native and American Indian students to be served, however, Alaska's definition of limited English proficient currently does not allow many of these students to qualify for state services. The number in IA2 reflects the approximate number of these students, 13,327, plus the total number of bilingual students funded and served. These students do not appear to have been counted in previous reports.

Arizona

IA2. Public School LEP

The 1992-93 data did not include a count of some schools.

Non-public School LEP

The decrease in non-public LEP enrollement results from the voluntarily submission of these data. Some schools did not give an LEP count.

IA3. LEP in Special Programs: Non-public School

This figure was calculated using the data reported for IA2 and IA5 for non-public LEP students.

IA5. LEP Not Enrolled: Public Schools

Some school districts did not give a count in 1992-93, but were included in the 1993-94 data.

Arkansas

IA3. LEP in Special Programs: Public Schools

By including migrant program participants, all LEP students participate in at least one special program.

IA4a. Transitional Bilingual

Arkansas has no Transitional Bilingual Program.

IA4b. State ESL only

The increase in LEP participation in ESL only resulted from better data collection methods that are more effective at providing ESL to LEP students.

IA5. LEP Not Enrolled: Public Schools

See data clarification for IA3.

California

IA4a. Chapter 1, Title 1, ESEA

1992-1993 data were changed from 391,618 LEP students to 471,263

Colorado

IA4b. State Bilingual Education & State ESL only

The SEA is defining LEP more than they have had to in the past, so the numbers are much larger.

Connecticut

IA3. LEP in Special Programs: Public Schools

The 1992-93 figure was changed from 15,390 to 12,897.

IA4a. Transitional Bilingual

This data count includes Federal funded and State funded TBE.

Developmental Bilingual

Development Bilingual is a new program in 1993-94.

Special Alternative Instruction

SAIP is a new program in 1993-94.

IA5. LEP Not Enrolled in Special Programs: Public Schools

1992-93 figure was changed from 2,247 to 4,470.

The SEA reported that they are doing a better job with their data collecting and that the population is increasing. They have a more diverse population that is being spread out.

Fluctuations in LEP student data explained by:

1993-1994 was the first year in which full reporting of LEP students in Connecticut was implemented. Therefore, the number of LEP students identified in the state was 20,622 and the total number served in state mandated bilingual education programs was 12,893.

Delaware

IB2. LEP Retained:

The data were reported at 100% retention. This figure was eliminated because it is assumed that the SEA misunderstood the question which called for the number of "number of LEP students in one or more grades" rather than the number of LEP students retained in one or more grades.

Fluctuations in LEP students data explained by:

The SEA reported that they have a decrease in the number of LEP students possibly due to:

1. A change in the data collection procedures, which have increased quality control.
2. Migration patterns.

District of Columbia

IA4a. Vocational Education

During the 1992-93 SY, enrollment was reported only for students enrolled in career focused high schools. During 1993-94 SY, enrollment was reported for students in all vocational courses and programs inclusive of comprehensive high schools. This change was made to more precisely reflect the depth of participation.

IA4b. State Bilingual Education and State ESL only

The Bilingual title has taken on a new meaning. The 1992-93 figures (total) are very close to the 1993-94 totals, but are more defined. It specifically develops both languages as opposed to a program where native language was used until the student was able to be transitioned in an English program.

Fluctuations in LEP student data explained by:

Comparing 1992-93 and 1993-94, LEP student enrollment in Public Schools varies by less than 10%. For the same periods, the 97% decrease in LEP enrollment in nonpublic schools may be attributed to either or all of the following:

1. Transfers from nonpublic schools into Public Schools;
2. Out migration;
3. Variations in response to the Annual Survey from nonpublic school administrators.

Instruments were disseminated to 96 nonpublic schools; 65 responded. Non-respondents may in part account for the extreme variance.

Florida

IA4b. ESL only

The increase in the number of ESL only students results from: school Data base was checked for more accurate reporting, and additional students.

IA5. LEP Not Enrolled: Public Schools

Numbers were changed to 0. They changed the way of collecting the data. Next year it will go back to 1992-93 levels. Data element that was used to capture this info has become a compliance item and requires school district to provide the justification for the lack of service.

Georgia

Fluctuations in LEP student data explained by:

Entry or exit migration. Growth in LEP population.

Kansas

Fluctuations in LEP student data explained by:

a) Entry or exit migration:
In Dodge City, Great Bend, Liberal and Garden City the beef and pork packing industries continue to draw new immigrants from Mexico and Texas. A Federal refugee resettlement program (Planned Secondary Resettlement) ion Garden City plans to expand to Liberal, bringing more Lao students.
b) State redefinition of LEP
c) Other:
One large district (Dodge City) reported a 50% drop in LEP numbers but their student identification process is presently under review; their numbers probable reflect only oral proficiency data.

There is real growth exceeding statewide growth in mainstream students by 5 to 20 percent in some districts. Many districts with only a few LEP students do not report at all; a few districts with reported LEP students do not use any systematic identification process.

Kentucky

Fluctuations in LEP student data explained by:

Kentucky's increase in population is due to economic factors which have brought new migrant workers into Kentucky. Additionally, Kentucky's immigrant and refugee population continues to increase.

Louisiana

Fluctuations in LEP student data explained by:

Although we did not experience a 10 percent increase, we did experience a 6 percent increase (an increase of 387 LEP students). Increases have been noted from the following countries: Vietnam 248, Mexico 103, Honduras 97, Haiti 33, Laos 30, China 24, Jordan 18, Philippines 14, and Israel 11.

On the other hand, increases were off-set by significant decreases in number of LEP students from Cambodia, Costa Rica, El Salvador, and Guatemala.

Maine

IB2. LEP Retained:

The data were reported at 100% retention. This figure was eliminated because it is assumed that the SEA misunderstood the question which called for the number of "number of LEP students in one or more grades" rather than the number of LEP students retained in one or more grades.

Massachusetts

Note: In 1993-94 he sought info on LEP state wide and the 1992-93 figures were based on LEP/Title 7, this is why there are such discrepancies.

IA4a. Chapter 1, Migrant

Enrollment levels have decreased because summer school enrollment is not included.

Special Alternative Instruction

This program no longer exists.

Michigan

Fluctuations in LEP student data explained by:

Continued immigration and baby boom have contributed to an increase in the number of LEP students in Michigan.

Minnesota

IA4a. Transitional Bilingual

This program no longer exists.

Fluctuations in LEP student data explained by:

The increase in LEP population is mainly a result of four factors:

1) Minnesota continues to have an in migration of immigrants and refugees. This year's greatest number of arrivals were from Laos (Hmong), The former Soviet Union, Vietnam, Bosnia, Iraqi, Somalia, Zaire, and Sudan;

2) Hispanic migrant families who have been employed primarily in the southern, west central, and northern Red River Valley region of the state, continue to settle in Minnesota. The children, many of whom are classified as LEP, are part of the changing school population;

3) High birthrates among some of the refugee populations also contribute to this increase; and

4)Improved data collection procedures. In addition to the Final Reports required by the Limited English Proficiency Education Unit, data is also being collected in collaboration with the central data collection system used by the state. The combination of these methods results in more accurate student counts.

Mississippi

Fluctuations in LEP student data explained by:

There is not a 10% or more variance in the number of LEP students from 1992-1993 to 1993-1994.

1992-1993 LEP Count		1993-1994 LEP Count	
Public and non-public	1,924	Public and non-public	1,910
Choctaw Tribal School	1,298	Choctaw Tribal School	1,349
System	3,222	System	3,259

Missouri

Fluctuations in LEP student data explained by:

The data show that the number of students enrolled in public schools increased 15% last year, while the number enrolled in nonpublic schools decreased by almost a third. Because of this, the total change was an increase of 9%.

The decrease in nonpublic numbers may be due to lower enrollment in nonpublic schools by LEP children, or may simply be an artifact of data collection (Particularly since last year a 17% increase was reported), or both.

The increase in public school numbers is significant and reflects the continued growth of non-English-speaking populations in several areas of the state, most notably St. Louis and the rural southwest and southeast. An emphasis on more accurate identification and reporting of LEP students in schools has also influenced the count.

Montana

IB2. LEP Retained:

The data were reported at 100% retention. This figure was eliminated because it is assumed that the SEA misunderstood the question which called for the number of "number of LEP students in one or more grades" rather than the number of LEP students retained in one or more grades.

Nebraska

IA4a. Chap 1, Title 1, ESEA

Data not collected in 1992-93. The data for this program are dependent on which schools report each year.

Chap 1, Migrant

Data not collected in 1992-93.

Form revised to collect more accurate data.

Emergency Immigrant Education Assistance

The increase in the data resulted from: Lincoln school district finally had enough kids to qualify, larger district now qualified, and OBEMLA didn't have a form.

Fluctuations in LEP student data explained by:

Nebraska meat packing industry has been growing in the State. In addition, Lincoln and Omaha still receive numerous immigrants and refugees from Southeast Asia and the former Soviet Union. Thus, changes in entry migration account for the 42.5% increase in LEP students.

Nevada

Fluctuations in LEP student data explained by:

While student enrollment increased 5.8% in FY94 (1993-94), the LEP enrollment increased 19.4%. Gaming and related services industries, as well as resurgence in mining, accounts for the increase of LEP students. Also, SEA sponsored technical assistance has resulted in more accurate identification at the local level.

New Hampshire

Fluctuations in LEP student data explained by:

State redefinition of LEP:

Numbers of LEP students identified in 1993-94 appear to be approximately the same as those identified in 1990-91. The variation in numbers from 1992-93 may be due to problems with local identification procedures or with survey questions. The survey form for 1994-95 has been revised and the definition of LEP clarified.

Other factors:

In 1993-94, a total of 75% of all schools returned the LEP ID survey. In 1992-93, 65% did. This indicates a greater awareness among LEAs regarding the need to report. An increase in population and/or awareness of LEP issues generally could have caused this increase in reporting.

In 1993-94, 293 schools reported having over all plans to address LEP issues and 253 have plans to assess the adequacy of those plans. In 1992-93, 262 and 253 respectively reported on the same two issues of having plans and having assessment plans in place.

New Jersey

IA4a. Title 1, ESEA, Chapter 1, Migrant, and Even Start

The increase in data resulted from new data collection methods.

Developmental Bilingual

Developmental Bilingual is a new program in 1993-94.

Special Alternative Instruction

No districts were funded this program.

IA4b. State Bilingual Education

1992-93 numbers were total number of programs.

1993-94 numbers were total number of students.

New Mexico

IA4a. Special Populations

Special Populations is a new program in 1993-94.

IA4b. State ESL only

Decreases in participation resulted from funding cuts.

New York

IA4a. Vocational Education

This is not a new program. The 1992-1993 figure was changed from 0 to unknown.

Transitional Bilingual

Increases in participation resulted from expanded enrollments and increases in grants.

Family English Literacy and Special Populations

Figures reflect grants awarded.

IA4b. State Bilingual Education and State ESL only

1992-93 figures for both were not accurate. The SEA cannot differentiate between the two program counts.

Fluctuations in LEP student data explained by:

The total number of LEP students in New York State increased by over 12 percent in 1993-94. This is due primarily to the increased numbers of immigrant children entering New York State schools for the first time in 1993-94. This is supported by the dramatic increase of LEP students eligible for EIEA funding in 1993-94. This is supported by the dramatic increase of LEP students eligible for EIEA funding in 1993-94 (130,424) as compared to those eligible in 1992-93 (113,387). To some extent, the number has also increased as a result of school districts; applying the State's definition of LEP more appropriately.

North Carolina

Fluctuations in LEP student data explained by:

In 1992-93 North Carolina reported an enrollment of 8,900 for limited English proficient students. As shown on the first page of this survey, the numbers for 1993-94 are 12,428. This represents an increase of 39.64% over the previous year. While school administrators report a number of reasons for this increase, there are several which are most frequently reported. First, large numbers of migratory families are choosing to settle in the state, rather than to more on to follow the growing season. The settlement of these families results in the relocation of extended family members and friends to the area.

Secondly, a number of industries such as textiles, poultry, and furniture have expanded production and have been active in encouraging ne workers to settle in the State.

Thirdly, North Carolina served as a resettlement center during the Gulf War. As these families become more established, extended family members and friends are likely to emigrate as well.

Oklahoma

Fluctuations in LEP student data explained by:

Oklahoma's survey report for 1992-93 indicated 19,714 LEP students; the 1993-94 survey indicated 26,653 LEP students which represents an increase of 6,939 students.

448 public and nonpublic schools responded to the 1993-94 survey; 218 returned their forms indicating no LEP students. Of the 173 who responded with a count, those indicating their 1992-93 count exceeded their 1992-92 count by 10% or more cited the following reasons: In or out migration, a more formal identification process at the LEA level and the state data collection process, which has been redesigned and streamlined over the last three years.

The 35% increase on a statewide level is probably the result of a combination of all these factors. In addition, SEA project efforts to apprise districts of the benefit/necessity of counting their LEP students (A) to receive funding through a special weight in the state's funding formula and (b) to exempt LEP students from the state mandated testing program have resulted in increases each hear in the counts turned in through the survey process.

Oregon

Fluctuations in LEP student data explained by:

Oregon;s LEP data indicate an increase greater than 10% for 1993-94 enrollment over 1992-93 for two reasons:

1. There is significant in-migration for all population groups in Oregon, but especially for families with students with limited English proficiency. The Center for Population Studies at Portland State University reported that the state's total population rose to over 3 million by early 1994, a significant increase over the 1990 census data which were gathered in 1989, five years earlier. The increase is continuing. In comparison to the 1970-71 data for student enrollment, there was, by 1993-94, a nearly 9% increase in total minority student enrollment in the state, from 4.7% to 13.3%.
2. All language minority groups have shown significant increases during that period, from a 92% increase in Russian students, a 305% increase in Hispanic, to a 390% increase in Asian/Pacific Islander Students. The Asian and Russian in-migrations have peaked and the annual increases are in tenths of a percent: the increase in Hispanic students continues at a very consistent 1 percent per year. We anticipate that the increase of Hispanic students will continue strongly, in part because of passage of Proposition 187 in California in November 1994. An attempt to introduce a similar measure in Oregon in Oregon's 1995 Legislative Assembly failed to even come out of the committee where it was first proposed. We do not anticipate that there will be the "hordes of people" that proposers of that measure indicated, however we do know, from information from the Oregon Department of Employment, that skilled agricultural workers are coming to Oregon because of the need for their services here. The intrastate mobile farmworker population is fairly stable and the interstate population of skilled harvest workers continues at a stable level as well. There is a marked increase in work in plant and tree nurseries that continues to require additional workers in Oregon.

Rhode Island

IA2. Non-Public School

This count only includes those LEP students identified by the non-public schools.

South Dakota

Fluctuations in LEP student data explained by:

Responses to the Bilingual Survey were very poor this year. Schools that have local or federally funded programs did not return the survey, which lowered our numbers by approximately 3,000 students. Data were not included from Shannon County, Little Wound, Wounded Knee, and Rapid City School District.

Tennessee

Fluctuations in LEP student data explained by:

There has been a 28% increase of identified LEP students throughout the 139 school districts from the 1992-93 school year. This increase is primarily a result of two factors. First, the Hispanic population immigrating into the state has increased dramatically. Seventy percent of the districts identify non-English language background students at this time. Most of the smaller and rural districts have received an increase in Hispanic students. The unemployment rate in Tennessee is below the national average and has served as a magnet for Hispanic workers. Secondly, Tennessee has been identified as a preferred refugee resettlement site by the federal government. In particular, Nashville has received a relatively high proportion of refugees and expects that this trend will continue.

The limited English proficient student population is undercounted in Tennessee because there have been no required statewide procedures for identification. However, the State Department is developing these guidelines at this time and expects that the identification of LEP students will be more accurate.

Texas

IA4a. Chapter 1, Title 1, ESEA and Chapter 1, Migrant

The increase in participations resulted from expanded enrollments.

Developmental Bilingual

Developmental Bilingual is a new program in 1993-94.

Special Alternative Instruction

The SEA submitted numbers of proposal, then call districts to see how many actual students will be serviced. These are actual numbers.

Special Populations

This program does not exist. Gifted and talented not funded any longer.

IA4b. LEP Not Enrolled: Public Schools

Reduced the number of parent denials.

Fluctuations in LEP student data explained by:

The 18% increase of LEP students from 1992-1993 to the present is due in part with the large immigrant population on the southern border and that texas demographics are changing.

Utah

IA3. LEP in Special Programs: Public School

1992-93 districts did not have identification and assessment procedures for identifying LEP students. The use of these procedures in 1993-94 made the figures more accurate.

IA4b. State Bilingual Education

1992-93 districts did not have identification and assessment procedures for identifying LEP students.

State ESL only

Redefined definition of alternative language programs.

IA5. LEP Not Enrolled: Public Schools

The participation levels changed becuase of OCR statutes.

Fluctuations in LEP student data explained by:

The State continues to receive students from Mexico, Central America, California and Texas. Our LEP population continues to increase.

Vermont

Fluctuations in LEP student data explained by:

1. Vermont is the site for a federally funded resettlement program of various nationalities (i.e. Bosnian, Vietnamese, etc.). Also there has been an increase in the adoption of immigrant children of school age.
2. The dissemination of a state guide to all school/districts addressing the needs of limited English proficient children entitled: Serving Students Learning English as a Second Language: A Guide for Vermont Educators.
3. A Statewide data collection project which resulted in better understanding of the identification, screening and placement of limited English proficient students in Vermont schools.

Washington

Fluctuations in LEP student data explained by:

Increase in the number of LEP students is the result of new immigrations and better identification procedures. The numbers of LEP students have had a continuous increase since 1985.

American Samoa

IA4b. State Bilingual Education

American Samoa's State Reading Program has continued and had a 1993-94 enrollment of 4,983 as compared to 4,987 in 1992-1993. This program is best categorized as an ESL program.

It is difficult to differentiate between "State" and "local" programs in American Samoa as the Department of Education operates as both the SEA and the LEA for the territory.

Northern Marianas

IB2. LEP Retained:

The data were reported at 100% retention. This figure was eliminated because it is assumed that the SEA misunderstood the question which called for the number of "number of LEP students in one or more grades" rather than the number of LEP students retained in one or more grades.

Puerto Rico

Note: Data were revised for 1992-93. The data submitted for 1992-93 were the data for 1993-94.

Fluctuations in LEP student data explained by:

Last year some schools provided the information, and others did not. This year they went school-to-school and got numbers. For the most part, the numbers are valid. Additionally, the SEA reports that the data were tabulated by computer this year. In the past, data collection tabulations were done manually.

Virgin Islands

IA2. Public School LEP and Non-public School Enrollment

Home language survey done and combined with Emergency Immigrant grant count gave actual figures.

IA4b. State Bilingual Education

Received Title VII grant for schools in St. Thomas. Population is increasing.

State ESL only

The decrease in participation was due to schools not reporting. Trying to get students in full bilingual service.

Fluctuations in LEP student data explained by:

Approximately 25% reflects the majority of migrating students from the Dominican Republic and some of the other islands with French/Patios language background.

Appendix D

SEA Survey Form for 1993-94

SURVEY OF STATE'S LIMITED ENGLISH PROFICIENT STUDENTS AND AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES

NOTE: This form must be completed by applicants under the following program:

o State Grant Program

This survey is a part of the activities required under Section 7134 of the Bilingual Education Act (20 U.S.C. 7454). The purpose of this survey is to collect information on the number of limited English proficient (LEP) students in the State and on the educational programs and services provided or available to them.

General Instructions

- All items of this survey form must be completed.
- Include the name of the State on every page.
- Use additional sheets when necessary, and reference the appropriate page number and survey item.
- Part I of this survey should be sent to all local educational agencies (LEAs) in the State. Completed Part I forms should be returned by the LEAs to the State educational agency (SEA). The SEA should compile the results and include this information in the application.
- Part II of the survey should be completed by the SEA only.

Part I Instructions

A. Student Enrollment

Items A1-A2 Self-explanatory.

Item A3 Count LEP students only once even if they are served by more than one Federal, State, or local program.

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SURVEY (Continued...)

Item A4 — Self-explanatory. For ESL-only programs under the category of State and Local Education Programs, indicate the type of program (i.e., ESL pullout, ESL self-contained classroom, etc.) as well as the number of LEP students enrolled in the program.

Item A5 — Enter the total number of LEP students who are not being served in the specified programs. If State law mandates that all LEP students are to be served, provide this information under this item.

B. Educational Condition of LEP Students

Item B1 — Provide the number of LEP students who tested below the State norm in the listed subject areas and in other areas you have tested. If State norms are not used, describe the alternate criteria used in addressing this item.

Item B2 — Self-explanatory.

Item B3 — Provide the number of LEP students who did not finish an elementary or secondary grade level in school year 1993-1994, if available. Do not include students who dropped out of school during the year and returned to school later in the year. Do not include students who transferred to other schools.

Part II Instructions

A. Identification Criteria

Item A1 — Provide the State definition for LEP, if available. If the State has no LEP definition, please so indicate in this item.

Item A2 — Self-explanatory.

B. Description of Programs for LEP Students

Item B1 — Self-explanatory.

C. Changes in LEP Student Data

Item C1 — If the total number of LEP students provided in item A2 of Part I is at least 10 percent larger or smaller than the total number of elementary and secondary LEP students enrolled in public and

STATE_____

non-public schools in the State during the 1992-1993 school year, explain the reasons for the difference.

PART I

Note: Complete the items in this part on the basis of student enrollment data for the 1993-1994 school year.

A. Student Enrollment

A1. Total number of elementary and secondary students enrolled in:

- o Public schools _____
- o Non-public schools _____

Total _____

A2. Total number of elementary and secondary limited English proficient (LEP) students enrolled in:

- o Public schools _____
- o Non-public schools _____

Total _____

A3. Total number of elementary and secondary LEP students enrolled in instructional programs specially designed to meet their educational needs. (Do not duplicate counts of students enrolled in more than one special program.)

- o Public schools _____
- o Non-public schools _____

Total _____

SURVEY (Continued...)

STATE_____

A4. Enter the number of elementary and secondary LEP students enrolled in each of the following programs. If students are enrolled in more than one Federal, State, or local program, count them in each program.

Federal Education Programs

- o Title I Basic Programs _____
- o Migrant Education _____
- o Even Start Family Literacy _____
- o Special Education _____
- o Vocational Education _____
- o Transitional Bilingual Education Program _____
- o Developmental Bilingual Education Program _____
- o Bilingual Education: Special Alternative Instructional Program _____
- o Bilingual Education: Family English Literacy Program _____
- o Bilingual Education: Special Populations Program _____
- o Emergency Immigrant Education Program _____
- o Other (specify)

_____ _____

_____ _____

_____ _____

SURVEY (Continued...)

STATE_____

State and Local Education Programs

- o Bilingual Education Programs _____
- o ESL-Only Programs _____
- o Other (specify)

_____ _____

_____ _____

_____ _____

A5. Enter the total number of elementary and secondary LEP students who are not enrolled in programs listed in item A4 and who could benefit from education programs such as those assisted under Title VII:

- o Public schools _____
- o Non-public schools _____
- o Total _____

(Note: The combined totals of items A3 and A5 should equal the total entered in item A2.)

SURVEY (Continued...)

STATE_____

B. Educational Condition of LEP Students

B1. Enter the number of LEP students in each of the following categories:

Content Area	Number of LEP Students Scoring Below State Norm	Instrument Used
English Reading	_____	_____
Mathematics	_____	_____
Science	_____	_____
Social Studies	_____	_____
Other (specify)	_____	_____
	_____	_____
	_____	_____
	_____	_____

B2. Number of LEP students in one or more grades during 1993-1994 (if applicable).

_____

B3. Number of LEP students who have dropped out of school during 1993-1994 (if applicable).

_____

SURVEY (Continued...)

STATE_____

PART II

A. Identification Criteria

A1. Provide the definition and criteria used to identify LEP students. Include test criteria, where appropriate.

A2. Indicate which of the following methods are used in your State to identify LEP students:

Student records ____

Teacher observation ____

Teacher interview ____

Referral ____

Parent information ____

Student grades ____

Home language survey ____

Informal assessment ____

Language proficiency test (specify) _____

_____

Achievement test (specify) _____

_____

Criterion-referenced test (specify) _____

_____

Other (specify) _____

_____

SURVEY (Continued...)

STATE _____

B. Description of Programs for LEP Students

B1. Decribe briefly the Federal, State, and local programs listed in item A4 of Part I that provide services to LEP students.

Program	Description of Services

STATE _____

C. Changes in LEP Student Data

C1. Provide explanations for any changes in data entered in item A2 of Part I that reflect a variance of 10% or more from the 1992-1993 school year data pertaining to elementary and secondary LEP student enrollment. Include in your explanation such factors as:

a. Entry or exit migration.

b. State redefinition of LEP.

c. Other factors (specify).

Special Issues Analysis Center

A Technical Support Center for the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

Operated by:

Development Associates, Inc.
1730 North Lynn Street, Arlington, VA 22209-2023
Tel: (703) 276-0677 Fax: (703) 276-0432

and its subcontractor

Westat, Inc.
1650 Research Blvd., Rockville, MD 20850-3129

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